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ABSTRACT

The elementary grades resource units were prepared to provide students with occupational information to make them aware of the meaning of work and to present the "world of work" in a manner appropriate to the students' state of development. This document is comprised of teaching units for the several elementary grades, with information about various occupations, developed to present learning activities in the career areas. Appendixes include worksheets, quizzes, and resource materials. Related documents, available in this issue, are VT 019 862, VT 019 878, and VT 019 879. (MF)

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Volume IV of Volume I

LINCOLN COUNTY EXEMPLARY PROGRAM IN VOCATIONAL EDUCATION

Resource Units

Developed By

Exemplary Teachers For Grades 1 - 12

By

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ED 075611

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EDUCATION & WELFARE
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LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

ELEMENTARY SCHOOL PROJECT

FOR

LEVEL THREE

BY

Amy Linville

Lincoln County

Board of Education

Hamlin, West Virginia

GENERAL OBJECTIVES

1. To provide students with occupational information to make them aware of the meaning of work and it's importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a firsthand view of the "world of work."

BEHAVIORAL OBJECTIVES

1. To stimulate awareness of job services provided in community careers.
2. To formulate a workable model of the various occupations within the community, correlating skilled and unskilled workers, emphasizing the importance of training and education.

3. To construct a workable model of an occupation using working activities of that occupation through role playing or dramatization.

4. To utilize knowledge in developing competent job interview techniques related to existing jobs within the community.

DUTIES OF EMPLOYEES OF SHERIFF'S OFFICE

There are three main categories of workers in the sheriff's office. These are (1) Law Enforcement Officers including (a) The Sheriff, and (b) Deputies, (2) Bookkeeper and (3) Clerks.

The duties of these personnel may be briefly summarized as follows:

(1) Sheriff and Deputies

These enforcement officers work closely with the county court and the judge in serving legal papers issued by the court. They have authority to arrest anyone who is involved in law breaking of any type as long as it is within Lincoln County, and to engage in investigating crimes committed within the countys boundaries. They cooperate closely with the state police. The sheriff currently has two deputies working in his office full time in addition to one part time deputy.

(2) Bookkeeper

Handles all financial activities. Must account for all funds. The sheriff's office handles the money for operation of the board of education, health department, and county court, for the general assistance program of the welfare department. The bookkeeper also makes up notices of property taxes due and mails out these notices to county taxpayers. The bookkeeper must also distribute tax money collected into the proper accounts. The bookkeeper also keeps records of all summons issued, date served, by whom and

the type of summons.

(3) Clerks

There are two clerks in the sheriff's office. Clerks collect tax ticket and receive payment of taxes from the public. Clerks also do typing and answer the phone. One clerk serves as a jail matron, in order to go with any female who is committed to and transported to an institution outside Lincoln County, such as other county jails of the state hospital.

Training

Bookkeepers and clerks usually receive on-the-job training, in addition to any previous training they may have had. Deputies now take advantage of the law enforcement training offered by the state police academy in a special ten week training course. The training covers all phases of police work.

Summation

Basicly the sheriff's office functions as a law enforcement agency with jurisdiction over any crimes committed within the county and as the tax collection arm of county government, as well as a caretaker of funds for the operations of the county's court system, the board of education and the health department.

Teaching Unit
Level Three

Title: The many services provided by our county sheriff's office

Behavioral Objective: To develop an awareness of the many services provided by the sheriff's office.

Procedures	Student Activity	Notes & Resources
Start this unit with (teacher made letters on bulletin board) the sentence being "So you want to be the sheriff." Have it prepared for students to see when they come in.		
	Ask questions about bulletin board.	
Have a discussion of the roll of a sheriff as seen by the children.	After discussion students draw a sheriff. (Or make one out of cardboard or plywood).	Book Creative Crafts No. 74554 Correlate with art.

Ask questions about what all a sheriff does.	Answer questions. 1. Does he ride in a car? 2. Does he arrest people that break the law? 3. Does he have a gun? 4. etc. Try at this time to bring out that he also is the tax collector.	List ideas children have about sheriff's job. Write on board in complete sentences or have the children answer in complete sentences- such as: Yes, the sheriff rides in a car. Etc. Correlate this with their English.
Ask questions about what kinds of workers would be found in a sheriff's office	Children cut out letters to spell phrases (e.g. arrests crooks) to be put on the bulletin board. Answer questions. 1. Would he need someone to write letters for him? 2. Would he need someone to collect the money that he takes in by taxes? 3. Would he need some helpers in protecting the people? What might the helpers be called?	Recall western movies or plays on T.V. they may have seen.

Study the occupations of the different workers named.	List different workers. Divide in different groups. Each group will take a different worker and discuss what this worker may do.	Academic "tie in" Would these workers need to: Be able to spell? Be able to write? Be able to count money? Be able to make change? Drive a car? Make important decisions? Keep books? Why are these things needed? Correlate with language arts-Spell names correctly. Write so it can be read. Be able to read names and addresses. Math. Keeping tax books.

Group leaders report the groups findings to the class.	List on board different jobs and what job consists of. e.g. 1. sheriff- a. a protector b. a tax collector c. d. 2. deputies a. b.	The depth of this will depend upon the ability of the groups.
Descriptive information	Students write descriptive information concerning the worker they studied.	Correlate this with Language arts.
Group Illustrations	Each group will make an illustrated booklet of worker.	Construction paper for cover, string, hole punch, etc. Correlate with art.

Class Speaker	Invite a sheriff's office employee or the sheriff to come to class and talk to students.	Students plan questions which they will discuss with worker e.g. 1. Training 2. Education 3. Danger 4. etc.
Initate Field Trip to sheriff's office e.g. students behavior and awareness of ideas and careers to be looking for.	Class discussion of what they hope to accomplish as an outcome of the field trip.	
	Visit the county sheriff's office.	Give students ample time to ask questions to the many workers.

Follow up discussion of all that they saw and did on the field trip.	Discussion should follow with ample time being given to comprehension and awareness of what they saw and the experiences they had during the trip.	
A list of the people they met and their job description as it relates to the world of work.	Class list types of occupations they saw and job description.	Correlate with spelling.
Conduct dramatization after field trip.		
Students will need to make objects to be used in their mode.	Students could assume different job roles they saw during field trip.	Correlate with English. Constructions with art.
	List materials needed	Students could role play the following:
	1. cardboard for guns and badges	1. The Sheriff
	2.	2. The Deputies
	3.	3. e.g.
	4.	
	5.	

Write thank you notes to Sheriff's office.

Bulletin Board
Plan a bulletin board with the children.

Students would write their own personal thank you note which should be sent to the Sheriff's offices.

Children put up their findings about the roll of a sheriff-cut out letters.

Correlated with writing, English and spelling.

Resourses:

- wood burning set
- blackboard
- compass
- paper
- crayons
- paints
- cardboard
- plywood
- aluminum foil
- coping saw
- tape recorder
- record player
- camera
- walkie talkie
- power saw
- shellac
- money
- tax tickets
- gun (play)
- badge

Follow up discussion of all that they saw and did on the field trip.	Discussion should follow with ample time being given to comprehension and awareness of what they saw and the experiences they had during the trip.	
A list of the people they met and their job description as it relates to the world of work.	Class list types of occupations they saw and job description.	Correlate with spelling.
Conduct dramatization after field trip.		
Students will need to make objects to be used in their mode.	Students could assume different job roles they saw during field trip. List materials needed 1. cardboard for guns and badges 2. 3. 4. 5.	Correlate with English. Constructions with art. Students could role play the following: 1. The Sheriff 2. The Deputies 3. e.g.

Books:

I Want To Be A Secretary

I Want To Be A Policeman

World Book

Sootin, Laura

Let's Go To A Police Station

Putnam

Liston, Robert

Your Career In Law Enforcement

Messner-67

Methods of Evaluation

A. The observation of pupil participation in group discussion as they relate to career awareness.

B. Observation of pupil participation in activities.

   1. Materials brought to class
   2. Participation in role playing
   3. Oral questioning of students
   4. Participation in group discussions

C. Responsibilities

   1. Responsibilities students had when school started.
   2. Responsibilities students now perform at the closing of school.
   3. Occupations that students now can observe.
   4. Occupations that students now can perform.
   5. Pre and post testing.

TITLE OF THE UNIT

AEROSPACE INDUSTRY

Career Awareness Teaching Unit

Level 8

by

Revella A. Brown
Teacher's Name

Griffithsville *Elementary School*

Griffithsville, *West Virginia*

AEROSPACE INDUSTRY

This unit is written primarily for students in the eight grade as a natural sequence in the basic science and mathmatics curriculum. Other curriculum areas are brought into the study as interests and needs are encountered. A synthesizing approach is used as students delve into a study of man's explorations and uses of outer space.

Space is a new frontier, and space explorations is part of our economic, legal, social and cultural world. The aerospace industry is made up of the combined efforts of engineers, scientists, and technicians as needed to planand develop aircraft and space vechicles. Thousands of workers, with skills and crafts, are needed to produce planes and missles. The aerospace industry is a challenging one, raquiring workers who are curious, eager to learn, and adaptable to the changing production methods.

In this unit we expose students to many of the aerospace industry occupations through reading, role-playing, construction of rockets and other aircraft, resource persons, field trips, films, and independent research.

1. Objectives and Concepts

A. Objectives

1. General
   a. To acquire knowledge and attitudes necessary to live in the "Space Age".
   b. To help students develop critical thinking.
   c. To help students to learn to work with others.
   d. To help students to learn to solve problems.
   e. To help students gain individual recognition.
   f. To help students gain skill in reporting.
   g. To help improve study habits of sudents.
   h. To improve students vocabulary.

2. Behavorial Objectives
   a. To identify at least ten careers and roles of these workers involved in the aerospace industry with 80% accuracy.
   b. To be able to state kind of training necessary for ten of the many jobs in the aerospace industry with 80% accuracy.
   c. To be able to demonstrate, by using paper model the "kite effect" of what causes an airplane to fly.
   d. To identify three kinds of planes and state the uses of these planes.
   e. To be able to match pictures of three kinds of space vehicles with models of these.
   f. To be able to state orally, wheather liquid or solid is used to supply the energy needed to launch a given rocket.
   g. To explain orally two out or three steps necessary to keep a satellite going.
   h. To identify five of seven problems listed for travel in space.
   i. To write three advantages of some beneficial results of space explorations.

B. Concepts

1. The aerospace industry is made up of the manufacture of aircraft and spacecraft.

2. Workers in the aerospace industry are involved in designing and producing guided missles, airlpanes, rockets, and space vehicles.

3. Some factories make jet engines aircraft for military use, while others build and design aircraft for commercial and private use.

4. Aircraft are manufactured in large numbers, using certain aspects of modern assembly-line techniques.

5. Spacecraft are more specialized vehicles, designed and manufactured in smaller numbers for specfic experiments or objectives.

6. Production jobs in the aerospace industry compromise four groups.
   a. assembly and installation
   b. sheet metal work
   c. tool making and machinery
   d. inspection and testing

7. The aerospace industry offers employment opportunities to other workers, both skilled and unskilled.
   a. foundry workers
   b. maintenance workers
      1. mechanics, electricians, carpenters and plumers.
      2. guards, firemen, janitors
   c. clerical workers
      1. secretaries, administrative persons.

8. Training and educational requirements for entry into these jobs vary according to the job, size of plant and other factors.

II. Subject Matter

A. Motivating Experience

1. Bulletin board display of aircraft and space vehicles.

2. Define "aerospace" as the technology and science of all regions of space beyond earths surface.

3. Display drawings of rockets and space craft, and aircraft.

4. Display models of aircraft and airspace.

5. Display of books, periodicals, and other printed materials on aerospace.

6. View films and filmstrips on aerospace.

7. Definition of aerospace careers.
   a. All occupations dealing with the manufacture and opperations of aircraft and aerospace.
      1. Workers include scientists, engineers, mathematics, and technicians.
      2. Mechanics make the parts and assemble them.

8. Invite resource persons to talk to the students about aircraft and missiles.

B. History of Aerospace

1. Developed in two parts
   a. Flight of Wright Brothers craft in 1903.
   b. Launching of first liquid fuel rocket by Dr. Robert H. Goddard 1926.

2. Structure of first plane and first rocket

C. Kinds of airplane

1. Passenger
2. Freight and cargo
3. Fighters and bombers

D. Kinds of rockets

1. First rockets
2. Modern rockets

111. Aerospace Workers Studied in This Unit.

1. Engineers
   a. Aerodynamics
      1. Studies aircraft and missile flight performance with models in wind tunnels.

   b. Design
      1. Plans, shapes, size and structure of aircraft and missile frames.

c. Electronics
1. Designs heating, pressureizing, hydraulic and and oxygen equipment system.

d. Power plant
1. Design pistons, jet, turbo-prop, ram-jet or or rockets engines and their parts.

e. Structure
1. Checks strength of materials with vibrations and stress strain tests.

f. Weight
1. Studies weight and center of gravity of air-craft and missiles under different loads.

2. Other Workers Discussed

a. Assembler
1. Puts together parts or aircraft and missles.

b. Inspector
1. Checks materials from supplies and finished parts.

c. Flight line mechanic
1. Prepare airplane for test flight after final assembly.

d. Test pilot
1. Flies airplanes to test flight performance.

e. Chemist
1. Develops or tests aircraft and rocket fuels and materials.

f. Physicist
1. Works on scientific problems for aircraft and missiles such as overcoming heat barrier.

g. Mathmatician
1. Develop formulas for engineering design problems, records, wind tunnel data, analyze flight tests.

h. Mock Builder
1. Makes full size aircraft and spacecraft models for solving engineering problems.

i. Model builder
1. Makes scale models for wind tunnel testing.

3. Air Transportation Workers Discussed In this Unit

1. Airline station manager
2. Airline radio operator
3. Pilot and co-pilot
4. Navigator
5. Stewardess
6. Teletype operator
7. Reservation clerk
8. Flight dispatcher
9. Aircraft mechanic

4. Opportunities for work good in the aerospace industry.

1. A college degree is necessary for some specialized jobs
2. Some jobs require training in a technical school.
3. Secretaries and clerical workers need to attend business college or take a secretarial courses to specialize in their area of work.

1V. Correlating Curriculum Areas

A. Science

1. Aircraft
   a. Construction of planes for flying
      1. "Kite effect" (impact of air against lower surface of wing).
      2. "Vacumn" effect (decreased pressure on surface of wing accounts for about 80% of total lift of plane).

   b. Look up work of Danial Bernouilli as to why planes fly.
      1. Airplane constructed so top of wing has greater curve than underside.
      2. If speed on top is greater than speed of air below, then pressure will be greater below the wing and cause the plane to fly (rise).

      3. An application of Bernouilli's law may be used here. "as the speed of a fluid or liquid increase the pressure decreases. "Example:

         Nozzle of water hose that slows down speed of water so that its pressure will increase and it will spray quite a distance

2. Spacecraft
   a. How rockets are fueled and launched
      1. Discuss laws of gravity and motion
      2. Look up Isaac Newton's laws
         a. Newton's first law states that bodies moving in a straight line or at rest will remain that way unless acted on by an outside force.

      Example (for application of rocket power)
      (power of rocket first on ----motionless then slowly rises----once moving it keeps moving)

   b. Newton's second law states that the greater the force, the greater the acceleration and the greater the mass of the object, the smaller the acceleration.

      Example (or application to rocket power)
      (To lift a rocket requires tremendous force fuel needed with much force without adding weight or mass)

   c. Newton's third law states that for every motion there is an opposite and equal motion.

      Example (or application to rocket power)
      (In rocket propulsion fuel burns in combustion chamber---gases produced push outward with equal force in all directions. Gas escapes through small nozzle at rear of engine with extremely high velocity---so a reaction in opposite direction provides thrust to propel rocket forward)

      Listed below are simple classroom illustrations of each of Newton's three laws of motion.

      1. A marble moving along in a straight line until it strikes another marble, then both go off on different courses.

      2. If a person kicked a soccer ball it would go farther than if a person hit the ball with the pea launched through a pea shooter.

      3. Person trying to push a car--the car and person exerting equal and opposite force. when the person's force is greater than the car's the car moves.

b. How a satellite is put into orbit and kept going.

Discuss escape factor of rocket (satellite)
a. Rate of travel to leave earth's gravitational attraction. (7 miles per second---25,000 miles per hour)
b. Discuss universial law of gravitation
   1. All objects attract each other
   2. Mass of objects and the distance between them determine the force of gravitation.
   3. As the mass of an object increases so does the force.

c. Discuss how man overcomes problems of space travel

1. food
2. gravity
3. lack of oxygen
4. radiation
5. atmospheric conditions
6. weightlessness
7. isolation and unreality

B. Language Arts

1. Develop and use aerospace words

2. Develop vocabulary of rockets and space travel

3. Oral and written reports about people who have made important contributions to the aerospace industry
   a. Wilbur and Orville Wright.
   b. Dr. Robert H. Goddard
   c. Many others listed, such as;
      Charles Lindberg and the astronauts and their contributions of recent years.

4. Read science fiction about future development of rocket travel and its effect on security.

5. Discuss changes that will come about as a result of man's travel in space.

6. Read science material of the present day development and changes that have come about because of this development. (Textbooks, library books, trade books, and periodicals)

C. Mathmatics

1. Measuring material to make model rocket for class project.

a. Measure diameter of circular part of rocket construction.
   1. Discuss relationship of diameter and radius
   2. Compute to find circumference and area of circular board.

b. Measure strips of wood to serve as framework of rocket model.
   1. Discuss linear measurement (inches, feet yards)

c. Divide circular boards into 8 sections for placement of framework strips.

d. Measure and saw pieces of wood for nosecone and fins of rocket.

e. Compute area of outside of completed rocket.

f. Measure material to cover outside of rocket model
   1. Discuss yards, feet, inches, and fractional parts of these measurements.
   2. Compute the cost of all materials used for the rocket construction.

D. Arts and Crafts

1. Build scale models of rockets and launching pad.

2. Make murals showing occupations involved in the aerospace industry.

3. Plan a "Rocket Port" that might in the future replace the airports of today.

4. Draw scale models of airplanes and rockets.

5. Draw "Moon, or Space" living plants, flowers or people (according to creative ideas of individual students)

E. Social Studies

1. Locate on map where Wright Brothers constructed and flew the first airplane.

2. Locate area of country and state where Dr. Robert H. Goddard launched the first liquid fuel rocket.

3. Discuss the effect of aerospace research and manufacturing on the economic and social life or our country.

a. A good example is the Lockheed Company located in Marietta, Georgia.
b. Discuss value of Lockheed and Dobbins Air Force Base to the area.

V. Culminating Activities

1. Reshow film used in this unit of work

2. Students plan displays for individual work done during unit.

3. Completed rocket to be moved from "shop" (Classroom) to display area.

4. All tools used in rocket construction to be returned to proper owners.

VI Follow-up Activities

1. Review specific facts discovered about aerospace workers.

2. Students may tell which activity was most satisfying as an individual--also ask for reaction from class as a whole.

3. Ask leading questions as to how a knowledge of math is necessary in construction of the rocket that was completed in class.

4. Some students may state how particular decisions were made, such as; How many strips will be needed to make a sturdy framework for the rocker? How many fins and how to fasten them to the framework: How shall the cover be attached? etc.

5. Correlated learning activities will be evaluated as the specfic activity is completed.

a. Letters written are checked for errors of construction.
b. Words discovered and used during the unit work are used for a spelling assignment, and checked.
c. Math problems relating to the unit are discussed at the time of computation---allow students to check themselves first and see if they discover mistakes.

d. Science concepts are evaluated as student discussion and experiments are completed.
e. Social Studies concepts are evaluated as teacher observes student interest and participatation during discussion time.

VII. Evaluation of Unit

A. Self-evaluation

1. Did I present material planned for unit?

2. Did I plan for each student to satisfactorily complete some part of this unit?

3. Did I allow enough time to teach effectively?

4. Did I maintain an atmosphere in the classroom conductive to learning?

B. Oral tests for students

1. Ask leading questions of individual students and note their reactions as answers are given.

2. Allow students to give oral reports on part of unit enjoyed most.

3. Ask for any personal experiences of students relating to aerospace.

C. The following may be given to students as a pre- and post-test.

1. What kind of woekers are needed in the aerospace industry?

2. Name 10 engineering jobs in the aerospace industry and tell what each person does in that job.

3. Must an engineer have a college degree?

4. List some other jobs necessary fo carry on the work in the aerospace industry.

5. What kind of training would be necessary for the jobs you listed in Question 4?

6. How does person's health effect the kind of job he does in the aerospace industry?

7. Would you like to be an airline stewardess? What kind of work would you do, and what kind of training would you need to do this job?

8. Does an airplane pilot need a college degree?

9. Could you find employment as a secretary in the aerospace industry?

10. Does a secretary need a college degree?

11. Would you like to work as a chemist in the aerospace industry? What kind of training would you need?

12. List as many kinds of airplane as you can think of What is the principle use of each one you need.

13. List 5 impotant problems to be considered in space travel.

14. List 3 beneficial results considered in space explorations.

VIII. Materials Used in this Unit

1. Pictures of aircraft

2. Pictures of aerospace workers

3. Manila art paper

4. Crayons

5. Paint

6. Models of airplane, rockets, and space vehicles

7. Dolls (either bought or made by students) to dress for worker rolls.

8. Scrapbook (kept by students)

9. Scissors

10. Nails

11. Wood

12. Jig Saw (for cutting boards for rocket model)

13. Material (such as canvas, sailcloth, or duck) to cover outside of rocket.

14. Glue

15. Material for science demonstrations

16. Films and filmstrips

17. Books on aerospace

18. Rulers and yardsticks

19. Hammer

20. Paper for murals and posters

IX. Free Materials for use with this unit may be secured by writing to the following places:

1. National Aeronautics and Space Administration
   Washington, D. C. 20546

2. Cessna Airport Corporation
   Air Age Education Dept.
   P.O. Box 1521
   Wichita, Kansas 67201

3. Lockheed Aircraft Corporation
   Corporate Publications
   P.O. Box 551
   Burbank, California 91503

X. Bibliography For Teachers Reference

1. Blough, Schwartz; Elementry School Science
2. The Instructor, January 1970; Space and Today's World
3. SRA Occupational Briefs
4. Brooking, Walter; Career Opportunities and Engineering Techniques
5. Resources in Science; Principles of space Exploration Unit 39

XI. Bibliography of Students Reference

1. Compton's Encyclopedia; Aerospace Industry
2. Popular Science Encyclopedia; Volume 7-10
3. Jacobson, Lauby Kenicek; Investigating In Science

XII. Films in the following list may be secured from the Lincoln County Curriculum-Audio-Visual Resource Center.

1. Current Events in Space SVE. 40 Frames Color Film, 6-12
2. Leaving the World-SVE. 40 Frames Color Film 6-12
3. Space Flight; Human Problems
4. Space Flight- Physical Problems, 41 Frames Color Film 5-9
5. Space Travel - AD - SVE. 6-12
6. Rockets: How They Work, 6 - 12
7. Van Allen Radiation Belts - Exploring in Space, 7 - 12

XIII. Books for Children

1. Beitler, Stanley; Rockets and your Future
2. Buer, Walter; Freight Trains of the Sky

3. Berger, Melvin; Gravity

4. Crosby, Alexander L. Rockets Into Space

5. Colby, C. B. ; Astronauts In Training

6. Freeman, Ira; The Look It Up Book of Space

7. Tharp, Edgar; Giant of Space

8. Bendick, Jeanne; Aeronautics

9. Dalgliesh, Alice; Aeronautic Flight

10. Bergaust, Eric; Rockets and Missiles

11. Knight, Clayton; How and Why Wonder Book of Rockets and Missiles

12. Ley, Willy; Space Travel

13. Ley, Willy; Space Pilots

14. Gottlieb, William P.; Aircraft and how they Work

15. Goodwin, Harold L.; All About Rockets and Space Flight

16. Clarke, Arthur C.; Going Into Space

17. Asmiov, Issac; Satellite in Outer Space

18. Children's Press; True Book of Space

19. Crosby, Alexander L.; The World of Rockets

20. Joseph, James; You Fly It

21. Bova, Ben; Uses of Space

22. Hurst, Earl Oliver; Big Book of Space

23. Hyde, Margaret O.; Flight Today and Tomorrow

24. Verrel, Charles Spain; Jets

25. Branley, Frnaklyn; A Book of Satellites

26. Holsalt, Eunice; Outer Space

Aerospace Vocabulary

1. Aeronautics
2. Ballast
3. Ailerons
4. Dirigible
5. Propulsion
6. Gravity
7. Lift
8. Drag
9. Thrust
10. Rudder
11. Bank
12. Elevators
13. Horsepower
14. Piston
15. cylinder
16. Carburetor
17. Connecting rod
18. Crankshaft
19. Power stroke
20. turbojet
21. Turboprop
22. Turbine
23. Propellant
24. Combustion
25. Oxidizer
26. Payload
27. Jettison
28. Gimbal
29. Maneuver
30. Friction
31. Atmosphere
32. Umbilical lines
33. Blockhouse
34. Nosecone
35. Air resistance
36. Velocity
37. Ellipse
38. Perigee
39. Apogee
40. Retrorockets
41. Heat sheild
42. Artificial satellite
43. Micrometeoroids
44. Telemetry
45. Homogeneous
46. Meteorologist

VOCATIONAL AGRICULTURE

Career Awareness Teaching Unit

Level 6

By:

Ida M. Curry

Hamlin Elementary School

Hamlin, West Virginia

Presented to:

DR. LEVENE A. OLSON

VTE 479

MARSHALL UNIVERSITY

May 4, 1972

Teaching Unit

Level Six

Title: Vocational Agriculture

General Objectives

1. To present to students a realistic view of the world of work and to encourage them to consider their own abilities and limitations.
2. To provide students with general and specifie occupational information to make them aware of the meaning of work and its importance to them and world society.
3. To stress the dignity in work and the fact that every worker performs a useful functions.
4. To provide the students with an awareness of the inter-dependence and inter-relationship of vocational.
5. To develop the concept that there must be a demand a market and a consumer need for occupational services or products.

Behavioral Objectives

1. To display knowledge of the different occupations as they pertain to a career in Vocational Agriculture.
2. To utilize unit information as it relates to our own state, nation, and world.

Student Attitude

1. To encourage and develop individual respect for quality workmanship in every endeavor.

General Information

1. Kinds of Agriculture
2. Agriculture Around the World
3. How Science Helps Agriculture
4. How the Government Helps Agriculture
5. Agricultural Organizations

Skills to be Developed

I Language Arts:

- A. Reading for detail
  - 1. Comprehension and interpretation
  - 2. Isolating main ideas from general context.
- B. Develop locational skills
  - 1. Use of glassaries and dictionaries.
  - 2. Use of reference materials.
- C. Outling
  - 1. For written reports
  - 2. For oral reports
- D. Essays
  - 1. Educational Requirements
  - 2. Future Outlook
  - 3. Skill Requirements
  - 4. Geographic Location
- E. Dramatization
  - 1. Role playing
  - 2. Preparation of props
- F. Interviewing Resource Persons
  - 1. Preparation of pertinent questions
  - 2. Listening attitudes

G. Letter Writing

1. Business letters

2. Job applications

II Social Studies

A. Geographic Locations

1. Climatic effects on occupations in farming

2. Effects of Topography

B. Occupations related to marketing

1. Local markets

2. National markets

3. World markets

C. Related occupations in processing

D. Government Careers

III Math and Science

A. Scale drawing

B. Land measurement

C. Preparing graphs

D. Study types of soil

E. Use of fertilize

F. Genetic code in plants

G. Genetic code in animals

Careers in Agriculture

Government

1. County extension agent----------Kathryn Shaffer

Resource Person

County agents help people utilize more fully their own resources, to form more efficienlly and to make the home and community a better place to live. This includes working with youth through 4 H club projects.

Educational requirement---B. S. Degree in Home Economics.

2. Paraprafessionals Nutritional aid----Betty Hager

Resource Person

Job involves home visitations. Organizing community clubs, offering aid in nutrition and planning of economic menus.

This job requires a high school education as well as a pleasing personality.

3. State Nutritional Agent----------Julia Lowery

Resource Person

4. Soil Conservationist----------Robert Kippie

Resource Person

Provide professional leadership in local areas for natural-resource. Conservation and development and give assistance in carrying out these plans.

Help landowners and operators prepare a conservation plan that provides for the use and treatment of their land according to its needs and capability and that is adapted to the type of operation the individual wishes to follow.

Give and supervise onsite techinal assistance where needed to apply the practices in conservation plans, such as terracing, stripcropping, contour farming, and establishing permanent vegation.

Educational requirement--B. S. Degree in Economics and Agriculture

5. Horticulturist----------Zeke Wood

Resource Person

Offers assistance to farmers in the cultivation and control of disease in green plants from trees to flowers.

Area specialist also engages in plant research at local green house.

Educational requirement---B. S. Degree in Agriculture and Harticulture.

6. Conservation Officer----------Red Dyer

Resource Person

Officer has full police powers that he may use when necessary. He oversees and organizes fire patrols, and enforces, game laws. Another duty involves teaching a course in hunting safety.

Working long hours is routine on this outdoor job.

Special clothing (uniform) is provided by the government. Transportation is also furnished.

Job hazards are comparable to hose of any law enforcement officer.

Educational requirements--Two years college or two years military service.

Job Security---Above jobs are covered by Civil Service.

Farming

1. One Crop Farming means to raise only one kind of crop. This farming is riskier than other types since a natural disaster such as bad weather may destroy a single crop. Rotation of crops cannot be practiced in one crop farming.

Tobacco, fruits, potatoes, vegetables, or grains are suitable for one crop production.

2. Diversified Farming

A farmer grows several kinds of crops on his land. He may also raise livestock. Corn, hay, and clover may be used to feed animals and excess sold.

Diversified farming also gives the farmer a chance to rotate his crops. This usually helps keep the soil fertile and aids in control of insects pests.

3. Truck Farming

Truck farmers raise cabbage, lettuce, celery, beans, corn and other vegetables in almost every state. Farms may range in size from one or two acres to several thousand. Vegetable farmers market their crops fresh or sell them to processing plants for processing, freezing or canning. Refrigerated trucks, and railroad freight cars make it possible to ship

produce so it arrives in good condition at markets thousands of miles away.

4. Farm Manager

The farm manager is responsible for making the farm pay for the care and maintenance of equipment, supervision of hired help, profitable marketing of the products, and for keeping accurate records and accounts.

Teaching Unit
Level Six

Title: Vocational Agriculture

Procedures	Student Activity	Notes and Resources
Use the concept Agriculture is the world's most important industry.	Students discuss branches of Agriculture 1. crop farming 2. dairying 3. ranching 4. poultry raising 5. fruit growing	Correlate with Social Studies
Veiw filmstrips depicting farm life		Record player film projector screen Sound Filmstrips (cassettes)
	Read selections in books and give reports on farm life.	Correlate with Reading
	Make a scrapbook illustrating farm activities	
Invite Co. Extension agent to classroom resource person	Write an invitation to co. extension agent.	Correlate with English
Home students write thank-you letter to classroom speaker	Make reports on FFA AND 4 H.	
Use questions to motivate in-trust in farm crops	Students write joint letter and mail.	

grown in U. S., where they are grown, which crops are grown, and how they are planted and cared for.	Students prepare reports on one crop, extensive, intensive, and diversified farming.	Correlate with Social Studies
	Student committees prepare reports on particular crops: how and where they are grown, harvested, and marketed.	Indicate areas on map where major crops are grown filmstrips (cassettes)
	Discuss how the kind of crop grown is affected by location, soil, rainfall, length of growing season, and labor supply.	Relate to migrant workers and jobs in transportation Sound Filmstrip
Point out that Lincoln County produces more tobacco than any county in West Virginia.	Discuss local crops grown for cash income or family consumption.	
	One student committee prepare and present chart of leading agricultural states and gross farm income.	Classroom reference books chart paper marking pens
	Students prepare graph indicating the relative annual value of these crops.	Correlate with math

	Make a chalk board mural of a diversified farm. Discuss dairy farmer: The farmer's personal cleanliness. Government inspection Sterilization processes protection against flies Compare madern methods of hatching chickens with those of years ago.	Art Colored chalk Correlate with health and science Relate to role of health inspector Sound Filmstrips (cassettes)
	Read about migrant workers in connection with planting and harvesting of some crops.	Classroom reference material correlate with reading.
Invite area Horticulturist to speak to class.	After speaker finishes his presentation on horticulture the class should hold a question and answer session relating to pertinent aspects of gardening and protection of plants	Visitor furnished potted plants Questions could deal with diseases of plants insecticide weed killer pollination fungicide hybrids Sound filmstrip

	Students prepare report on dominant and recessive characterists of plants Students prepare report on Gregor Mendel and Luther Burbank	Science Text book and experience book
County Extension Agent arranged to have state nutritionist visit classroom as a resource person		
Nutritional Aide (Parpprofessional) planned and presented a program on "A Well Balanced Diet". Arrange in advance to have speaker allow time for student questions	After presentation of program, students had a question and answer session with speakers.	Health Text Book Chapter 5 & 6 The Food Nutrients A Well Balanced Diet.
	Students prepare poster that shows the main sources of carbahydrates, proteins, and fats.	Magazines Paper Pencils Crayons

	Bring in labels from prepared foods such as bread cereal, spaghitti and salt. List all the foods that have been artifically enriched with nutrients.	
	Make a poster showing the main foods in the Daily Food Guide	Relate to job of Dietician
	Plan a menu for a family for a week.	Restaurant Owner
Write thank-you letter to guest speakers	Students write joint class letter to re-source persons.	Correlate with English
Students bring news paper (Thurs-day edition) to school and discuss foods advertised noting cost of meat.	Students discuss farm animals used for food. The tasks involved in the raising of live-stock, how they must be feed, housed, and quarded against diseases and pests.	Encyclopedia Books Related jobs veterinarian cowboy
Which animals are produced for food? What facilities are needed in cattle and hog	Make a mural depicting life on a cattle range.	Correlate with art.
	Learn and sing cowboy songs	Correlate with Music

farming, and how hoes a farmer care for his animals?	Make a picture chart of the different products derived from cattle and hogs.	
Plain field trip to cattle market for first hand information on marketing. Cattle Market Catlesburg, Ky.	Students can observe how animals are transported to market, housed, feed and sold.	
Discussion of Field Trip	Students discuss the field trip in relation to the different activities that they observed as well as the different types of careers and occupations seen.	Member of Lincoln County Career Education Program arranged for students to have a question and answer session with market manager. Job explained to students were: Market manager Packers Buyers Auctioneer Salesmen Pen Hooker

		Secretaries Weigh Masters Market Cowboys Veterinarian Meat Inspectors
	Students locate major meat packing centers on wall map.	Wall map
County conservation officer invited to class room to discuss importance of conservation. (water and forest)	Speaker presented students with Junior Forest Ranger Handbook. After students complete booklet and pass Junior Forest Ranger quiz, they are presented with sleeve patches indicating that they are Junior Forest Rangers.	
	Students do research on conservation, erasion, irrigation, drainage and legume crops.	Correlate with Science
Complete arrangements for tree planting. Plan to plant on Arbor Day	Students do study on tree planting-plant small trees furnished by conservation officers Trees will be available for survival count.	Free material Free Planting U.S. Department of agriculture Bulletins No. 345, 818, 2035 Guyan Soil Conser-

		vation Program
Resource person, Soil Scientist, invited to speak to class about soil types, their comporition, the chemicals they contain and their texture	Ample time should be allotted for student questions-arrange before hand with speaker	
	Students form committees prepare and present reports on soil, rotation of crops, fertilizer and plowing. Local soil types brought to class room and labeled.	Encyclopedia
Complete arrangements for student activities	Students plant seeds at Local Demostration Farm under supervision of horticulturist.	Filmstrips The seed plants Seeds Hoes Transportation
Teacher and student discussion of farm equipment will include, such topics as equipment	Read about farm life in the past. Students make a time line showing inventions which have been	Correlate with reading Correlate with Social Studies

used, the difference these machines have made in farm work, kinds and amounts of crops grown, and the difference they have made in home life.	important and helpful to the farmer. Make a class scrapbook of pictures of farm machinery. Prepare and present reports on John Deere, Henry Ford, Cyrus McCormick, and Eli Whitney Make graphs, charting production figures for various crops over a twenty-five year period.	Relate to job of farm machinery salesman, and mechanic Filmstrip (cassette) Machines on the farm. Encyclopedia
The school menu and advertisements in the papers can serve as a launching pad for marketing of farm produce	Students discuss marketing methods: farmer to middleman who sells to Consumer at a profit. Students prepare reports on terninal wholesale, and retail markets.	Relate to jobs in transportation and ownership of own buisness Railroads Commercial Truckers Water carriers Airlines
	Students do indepth study of foreign markets Locate countries on map	

	Chart route of products from farm to destination noting different types of transportation. Use also to develop an understanding of cost fees and taxes.	Wall map (world)
Discuss U.S. and State Department of Aguiculture and their responsibilities to the American farmer	Student form committees and prepare reports on crop insurance, farm credit, and The Bureau of Land Management.	Social Studies Relate to Government jobs held by resource people.
	Investigate how the state agriculture experiment stations aid farmers.	Encyclopedia
	Report on farmers organizations and discuss the ways in which they are helpful.	
	Compare the size of farms, crops and methods of farming in the U. S. and various other countries of the world.	Filmstrips (cassettes) Sound Filmstrips

Books

Concepts in Science

Brandwein, Paul F.

Cooper, Elizabeth K.

Blackwood, Paul E.

Hone, Elizabeth B.

Health Six

Byrd, Oliver E. MD.

Neilson, Elizabeth A.

Moore, Virginia O.

Laidlaws Brothers

Compton, Grant

What Does a Veterinarian Do? Dudd, Mead & Company, 1964

Hyde, Wayne

What Does a Cowboy Do?

Dudd, Mead & Company, 1963

Israel, Marion

The Tractor on the Farm, Melmont, 1957

Johnson, Irma Bolan

About Truck Farming, Melmont, 1957

Johnson, Irma Bolan

About Truck Farming

Melmont, 1962

Landin, Les.

About Cowboys Around The World

Melmont, 1963

Sound Filmstrips

Records

Good Health Habits

Coronet, 1968

Your Food

The Seed Plants

Coronet, 1969

How Flowers Make Seeds

Leaves and Their Work

Their Uses

Seeing

Seeing China

Coronet, 1968

Agriculture

Land and Resources

Industry and Commerce

Seeing Great Britian

Coronet, 1968

Agriculture and Fishing

Land and Resources

Shipping and Commerce

Seeing Brazil

Coronet, 1970

Farming and Ranching

Land and People

Seeing India

Coronet, 1968

Agriculture

Land and Climate

Seeing West Gernamy

Coronet, 1967

Agriculture

The Land

People and Culture

Sound Filmstrips (cassettes)

The American Farmer and Our Food Supply

Eyegate, N.D.

The American Farmer

Cattle Raising

Dairy Farmer

Fruit Farming

Machines on the Farm

Free Material

Wasson, Vivian

Denny, Greta

Free Material

Johnny Goes to Nutrition Land

Cooperative Extension
Service
College of Agricul-
ture
U. of Ky., Lexington,
Ky.

Kover, Glenn A.
Junior Forest Ranger
Handbook
West Virginia Dept.
of Natural Resources

Culminating Activity

A state fair will be held by the students. Talks will be made by class members on conservation, farm price supports, care of livestock, and the latest scientific developments. Some pupils will serve as farm equipment representatives and describe the advantages of their products. Others will use pictures collected to prepare exhibits of prize livestock or produce and give reports on the care of their plants or animals

A Unit on
Family Living

As Presented

to

Dr. Lee Olson

Marshall University

by

Janette C. Jackson

December, 1971

INTRODUCTION

This unit of work was specifically designed for educable mentally retarded children. These Children's ages range from eight to eleven with IQ's above fifty (50) and below seventy (70).

In our democratic society we are committed to the program of educating all the children of all the people regardless of the intellectual level. Every child should be educated to develope his fullest capabilities so that he can live a happy, useful and hopefully productive life.

These children are very limited in their intellectual capabilities but the Career Awareness Program is an ideal one for these children because they can learn to do things with their hands.

This unit has been kept very simple because of the inability of most of the children to read or write with any degree of proficiency. Most of the printed materials which we have used has been read to them and used as a basis for discussion.

The children have very definitely profitted from this experience and I sincerely hope that this unit may prove helpful to other teachers of Special Education who may elaborate and expand upon the suggested activities.

GENERAL OBJECTIVES

1. To provide the students with information concerning the many occupations of the mother and father within the family unit.
2. To provide them with experience in doing some of these tasks in the classroom.
3. To stress the dignity of work and the fact that each of these jobs in the home is necessary.

BEHAVIORAL OBJECTIVES

1. To become aware of the many occupations of the mother and father within the family unit.
2. To identify the tools that the mother and father use for specific tasks.
3. To be able to help mother and father with the various tasks.

FAMILY LIVING

We started this unit with class discussion. These children are all from large families (eleven children in one family). They are very family-concious and actually this is why we chose to do the Family Living Unit.

At the very beginning of the school year the children drew pictures of their home and family. The older children labeled the members of the family by name. This correlated Art, Penmanship and Spelling.

In the meantime we had a writing lesson consisting of the following sentence: Our family has mothers, fathers, sisters, brothers, aunts, uncles, grandmothers and grandfathers. This was part of the family booklets.

We used colored construction paper to make booklets and titled them, My Family Book. They used their picture for the first page of the book. The children are quite proud to have a book of their very own and one that they made.

We spent several days cutting from magazines pictures of things mothers and fathers do at home. We mounted these on colored paper and spent much time

discussing each picture. There are pictures of mother feeding a baby, feeding a dog, cooking, baking, ironing, running a sweeper, dusting, mopping, doing laundry and all the chores that mothers do in the home. The children placed these on the bulletin board and made a very attractive display. The title of the board was Our Family in large yellow letters.

For Social Studies we used Hayes School Publishing Co. Book I which is on The Family and leads into Community Helper which is Book II and we will go to next. The unit we did included taking care of pets and chores children can do to thelp their parents. This consisted of duplicating material, which the children included in their family booklet. I have enclosed some of these pages.

We included Good Grooming and Health Habits with this unit. Most of the children come to school quite dirty and uncared for. In our Special Education building we are quite fortunate to have showers and sinks. The Junior Woman's Club project is Mental Health and they brought the children bags consisting of toothbrushes, tooth paste, comb and soap. With all of this material we spend approximately an hour in the morning getting clean after

breakfast and before we start class work. We have shown Coronet Filmstrips on Good Health Habits. There are six excellent Filmstrips: Keeping Well, Keeping Clean, Your Food, Your Clothes, Your Exercise and Posture and Your Rest and Sleep. I would highly reccomend these films to any teacher. We taught several of the older boys to operate the Viewlex Projector and another to operate the record player. This was good practical experience for the student and it makes it very pleasant for the teacher.

We made a poster entitled Good Grooming which consisted of cut-out pictures of all the articles we used to keep clean. We had soap, people bathing, tooth brushes and toothpaste, bath powder, perfume deodorant, combs & brushes, towels and wash cloths (we even had a roll of toilet paper). This was an exceptionally good experience for these children because they have not been aware of the importance of Good Grooming or cleanliness.

For Thanksgiving we made a mural of a Pilgrim Family. The children colored and cut out a Pilgrim father, mother daughter and son.

On our magnetic board we have a black family, white family and an oriental family. The children, without any help from us, placed the mother, father and children together.

We made place-mats out of large construction paper. Each child has his own and they place their lunch trays on these. We have made several because they get rather messy.

Since we have a sewing machine in our room the children (with a lot of help) are making aprons for their mothers for Christmas. The children were to bring material and some of them brought old dirty pillow-cases - so this can run into a problem. We should have asked for material from the Vocational School - but we decided to do it on the spur-of-the-moment.

We had a mother come in and make pancakes on an electric skillet. The children got to help with various parts of this. They were permitted to feel and taste the flour, salt, sugar and shortening. After we had eaten they washed the forks we had used.

For our field trip we went to Sunrise with the first grade. The children enjoyed this trip very much. For most of them it was their first trip out of this community. We had a tour of the Art Museum and the pictures fascinated the children. They came back to school and tried to duplicate some of what they saw.

Of course the best of all was the animals. We spent a long time there and saw some unfamiliar animals. They were motivated to look them up in an encyclopedia when we got back to school.

As for the outcome of this unit the children have learned to:

1. Notice when the room is dirty or messy and clean it themselves.
2. They have begun to help their parents at home and come to school and tell about it.
3. They are aware of disease-causing germs and try try to keep healthy.
4. They ask to take showers instead of having to be told.
5. They wash hands before meals and after the toilet.
6. They brush their teeth after breakfast.
7. They keep hair combed and are concious of muddy shoes.
8. They have became aware of the family as a unit, loving and caring for each other.
9. They are beginning to become aware of the importance of the occupations within the family.
10. Since very few of these children's fathers work we are emphasizing what they want to be when they grow up. Enclosed are questionaires we had them answer themselves. It will be interesting to see what does happen.

SUMMARY

This has been a good, simple, basic unit for these children to begin the year with. The highest reading level in this class, according to the Wide Range Achievement Test, is 1.8. So as you can see we have to keep it simple.

I have not been asked to evaluate this program, but my chief complaint about it so far is the lack of planning time. In our Special Education Program we are not out of sight of the children for one second.

This is going to be good for the children because they have more to work with than they have ever had before and it is giving them a different insight into life.

These children can definitely profit from Career Awareness and hopefully go into the Vocational Program. The Psychologist says these children can do with their hands, so they may be able to learn to weld or carpenter and at least to make a living for themselves and their families. We have got to start somewhere and to coin a phrase, "This is where its at."

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

ELEMENTARY SCHOOL PROJECT

FOR

LEVEL SIX

SMALL TOWN, LARGE COMMUNITY
THE WORLD - LINKED TOGETHER
BY: WORKERS AND JOBS

Developey By:

Ida Curry

Hamlin Eelmentary School

Lincoln County Board of Education

Hamlin, W.Va.

General Objectives

1. To help students understand that the world of work is interrelated and interdependent.

2. To provide an awareness of local occupations, the reasons for careers, their importance to students and how careers link us with society.

3. Relate experiences to students maturation.

4. Provide insight into the diversity of work.

5. To make the student aware that occupations can be related to potential needs, abilities and interests of each individual.

6. To visit local businesses for an overview of our world of work.

7. To make students aware of the fact that many jobs have world markets (technical jobs).

Behavioral Objective: To create an awareness of the ways a small community is tied to the total world society by occupations.

BEHAVIORAL OBJECTIVE: To conduct a unit in which students will learn the ways in which the small community is tied to our larger society and the world by occupations.

Procedure	Student Activity	Resources
Ask students to brainstorm as to occupations that are necessary to their community.	Students list these on the chalk board.	Chalk, Paper, and Chalkboard.
Have a statement drawn up indicating what students are looking for in visits to businesses.	Students distribute statement to businesses prior to visit.	Correlate with English, Spelling, and Penmanship.
Introduce concept that there are many occupations that one can prepare to do in our community or in other parts of the world.	Students in small groups visit businesses from list. Investigate jobs there as well as those outside that make it possible for this occupation or function	

Generate a discussion of the basic reasons for people choosing and carrying out an occupation e.g. to get food, shelter ect. Ask students which of these needs is most basic to survival. (food)	Students share perceptions and reasons for persons choosing and working in various occupations. Then move into a discussion of which reasons are most important. Stress that occupations associated with providing the public with food are most essential.	
Begin In-Depth study of occupations related to production, harvesting, processing and marketing of food.		
Utilize multi-media resources on food occupations. (Filmstrips, tapes, records, books)	Students are exposed to resources and share their reactions.	List multi-media resources.

Groups return to classroom and select representative to report on findings.	Representative reports on jobs visited in the community and those in the larger society that make those in the smaller community possible.	
Tie in film strips, records, tapes, ect. on community occupations.	Students view and hear multi-media occupational aids and relate to previous field observations.	Exemplary Resource Guide.
Ask students to begin looking for the jobs performed by characters on T.V. programs, with emphasis on similar and different jobs from those found in the local Community.	Ask students are ready, they share job information seen on T.V. programs, and relate to local community.	Tie in with Social studies by locating jobs seen on T.V. in appropriate parts of the world.

Emphasize the world-wide interdependence of Agricultural production.	Students locate countries that produce agricultural products used in our country.	These could be shown on large wall map. Correlate with social studies.
Divide class into groups to generate questions about various occupations that make food available to U.S.	Students could develop questions about jobs in production, harvesting, processing, and marketing.	Tie-in with Language Arts, Science, Health, and Social Studies.
Have in resource persons to discuss food occupational areas e.g. feed store manager, county agent, farmer, baker, supermarket manager, to discuss their areas.	After hearing resource persons presentation, students ask questions and engage in discussion.	

Prepare for field trips, have students discuss what they will look for, questions to be asked; places to visit.	Students list places to visit to see production, harvesting, processing, marketing, etc.	(Use field trip guide in resource units).
Take field trips to sites decided upon.	Students visit field trip sites in local community and in Huntington, and focus on jobs found there.	e.g. Field trip possibilities: farmers market, local greenhouse, local and Huntington super markets, Heiners Bakery etc.
Following field trips have students share information and perceptions on jobs and other relevan data. (Both oral and written)	Students talk with one another as to different jobs seen, their feeling about jobs. etc. Also write essay.	

GAMES: What do I do? What is my job? (non-verbal) Play "What's my line game? (Verbal)	Students act out occupations non-verbally and others guess their jobs. Students answer questions about their job, as a panel of other students tries to guess what their job is from these verbal comments.	
Initiate model store.	Students set up model grocery store and various students act parts of workers needed for store to function.	e.g. Cashier, stock-clerk, produce weigher, meatcutter, packer, and truck driver, manager, packer, pricer etc.

CAREER AWARENESS TEACHING UNIT

LEVEL 3

By

Mrs. Bertha Adkins

Ferrellsburg Elementary School

Harts, West Virginia 25524

Presented to:

DR. LEVENE A. OLSON

VTE 479

MARSHALL UNIVERSITY

Attitudes, Objectives, and Understandings

1. To acquaint the children with the post office and the many job opportunities available in the post office.

2. To teach the correct method of writing and sending a letter.

3. To teach how mail is sent and delivered.

4. To teach, by role playing the use of money in buying stamps and envelopes and mailing letters at a post office.

5. To help children appreciate the services of all postal workers.

Behavorial Objective

To stimulate awareness of job services provided by a Post Office.

Occupations studied in the Post Office Unit

1. Foreman, Mails

He supervises any group of employees engaged in processing incoming or outgoing mail. He trains new employees and provides continuous on-the-job training for all employees under his supervision. You can help him do his job better by mailing early so he can distribute the workload evenly and get it processed more quickly.

2. Self-Service Technician

He is responsible for the continued functioning of one or more self-service postal units. He insures there is an adequate supply of stamps, change, etc. in each unit twenty-four hours per day, seven days per week. You can help him serve you better by operating all machines according to instructions and notifying your post office immediately of any malfunctions.

3. Distribution Clerk

He separates the mail, both in-coming and outgoing, either starting or assisting each letter, envelope, package or hotel key on its way to its final destination. You can help him do a better job for you by: 1. Using zip code. 2. Mailing early so he's not always swamped at 5:00 P. M.

4. Superintendent

He directs all operations of a station or branch office within a post office area (usually a large city.) He is responsible for providing all window services to the public, and for regular and efficient carrier service where it is provided for within the geographical limits of his stations jurisdiction.

5. Postmaster

He is one of the 35,000 men or women responsible for all operations of large, medium sized, or small post offices across the nation. The post-master's primary concerns are, of course, with the swift and efficient handling of the mails and with the providing of courteous and efficient service to all postal service customers.

6. Mail Handler

He moves the mail, unloading sacks, pouches, and bulk mail from trucks and conveyors and starting it through the processing. He also places processed mail in sacks and reloads it on to vehicles. He may operate canceling machines, cancel stamps on parcel post and rewrap soiled or broken parcels. You can help him by wrapping all packages carefully and securely.

7. Distribution Clerk-Railway or Highway

He distributes mail in a railway post office car or in a Highway post office truck prior to departure and while in route. The distribution of mail in transit has diminished in recent years as the volume of mail has increased enormously from seven billion pieces of mail in 1900 to eighty-two billion in 1969 and a projected one hundred twenty billion by 1980.

The emphasis now is on rapid mail sorting machinery in permanent installations.

8. Motor Vehicle Operator

He operates a mail truck on a regular schedule route, picking up and delivering mail in bulk at stations and branches in urban areas. He will soon be delivering bulk mail to new facilities located outside of crowded downtown areas where it will be processed as part of a bulk mail network. This net work will save him and you time.

9. City Carriers

He prepares his mail in sequence for delivery along his route, deliveres mail on a regular schedule, and collects mail from letter boxes and from customers. He readdresses mail to be forwarded and marks other mail for appropriate handling for customers who have moved. You can help him do a better job for you by giving him accurate information about change of address etc.

10. Rural Carrier

He sequences his mail for delivery, delivers and collects mail on a regular schedule on a rural route, and performs simple financial transactions such as sale of stamps. Since his customers live further apart, he is motorized, usually driving his own car, covering as much as ninety miles per day.

11. Special Distribution Clerk

He reviews all incoming and outgoing mail that has been removed from normal distribution because of illegible, incomplete, or incorrect address, etc. He or she routes this mail to its proper destination, where possible, on the basis of broad knowledge and special skill in mail distribution methods and problems.

12. PSM (Parcel Sorting Machine) Operator

He makes parcel post separations in this huge elector-machanical parcel sorting machine by operating a key board applying machine codes to zip code numbers. He must be able to maintain an average rate of at least forty parcels per minute. Zip code helps him to do his job faster and more accurately.

13. Window Clerk

He is the gentleman or lady behind the counter who sells you stamps, accepts or delivers your parcel post, insured, C. O. D., or registered mail, and provides information about postal regulations, mailing restrictions, rates and any other matters involving postal laws and procedures. He (or she) also rents post office boxes, and issues and chases money orders and postal savings certificates.

14. Console Operator

He provides a continuous stream of parcel post or sacked mail for machine distribution by operating the main electrical

control panel of a parcel or sack mail conveying and distribution complex. He controls all segements of this complex, checking through a system of panel lights, mirrors and television monitors.

15. Transfer Clerk-Air Mail

He receives, dispatches, and maintains records of all air-transported mail, including foreign and domestic air mail.

He determines how mail should be routed, reschedules dispatches where flights are canceled or delayed, etc. You can help your air mail to get aboard the earliest plane by mailing it in easily spotted air mail envelopes.

16. LSM (Letter Sorting Machine) Operator

He distributes letter mail by operating the key board on an electro-mechanical sorting machine. Your zip coded mail can be routed swiftly and accurately by this combination of man and machine. Non-zip coded mail may have to wait for manual sorting. You can help him by not enclosing keys, coins, or other metallic objects, that can damage this machine, in your letters.

Postal Clerks.

Occupation duties

Window Clerk sells stamps, money orders; register, insure mail; compute postage; answer questions.

Distribution Clerks

Sort mail, cancel out-going mail; may operate machines that do this work.

They are employed in Post offices and railway mail cars.

Number of Workers: About 240,000; 22% women

Education and Training

High School graduates preferred. On-the-job training varies in length.

Special Qualifications

Eighteen years old, U. S. citizen. Must pass civil service exam. Physical stamina, good memory, accuracy, clerical aptitude. Reliability, adaptability desirable.

Ways to Enter Field

Apply to post office or Civil Service Office. May start as a substitute, receive permanent status in a year or more.

Chance of Advancement

Limited. Can become supervisor, get more desirable assignment at same pay level.

Earnings

Start: $5200 a year, Maximum: $ 7200 a year.

Supply and Demand

Demand expected to increase slightly despite continued automation of post offices. Many openings due to turnover.

Teaching Unit
Level Three

Title: The Post Office

Behavioral Objective: To stimulate awareness of job services provided by a post office.

Procedure	Student Activity	Notes & Resources
Write a letter to a friend or relative in another city, state, or country. Class Discussion and listing activity.	Students have a discussion about why mail is important as a way of getting in touch with friends Students discuss what happens to a letter before it reaches their friend, bring in the many job opportunities involved in getting a letter to its destination.	This response could be correlated with English, spelling, reading, penmanship, and social studies. Students list on the board in order what happens when a letter is mailed. List kinds of transportation used to deliver their letter and jobs involved. This can be copied to put in note book for future use.
Plan a field trip to the post office	Students will visit a small post office in our own community and then a larger post office in Huntington or Logan. They will	Show filmstrip about the post office. Read stories and look up material in reference books. Locate

	look for ways to compare the small post office with the larger one in number of people employed and machinery used. They can see how mail is sorted and prepared for delivery to other cities.	on the map the city where the post office is located that we will visit. Correlate - with reading and social studies. Also use globe or large world maps
Discussion of trip.	Students may prepare and give reports on different activities they saw at the post office and the different types of careers and occupations observed while there.	Correlate with English, spelling, reading and penmanship. After giving report it can be filed in their folder for future use
Write thank-you letters to the postmaster for allowing us to visit the post office	Students help to compose a joint thank-you letter to be written on the chalkboard. Each student make a copy.	This can be correlated with English, spelling, and penmanship. A copy of the letter can be put in their folders.
Class Display	Students bring in pictures and writings from home which pertain to the post office.	Display pictures and news items on a bulletin board. Also display art work per-

	Students can also draw pictures of their post office or a kind of transportation used to deliver mail.	taining to post office, delivery of mail or different occupations.
Class discussion	Students show and tell about items they brought from home or pictures they have drawn.	Correlate this with English, spelling, and penmanship. Have oral and written reports. These can be added to their collection in their folders.
Make folders for filing writings, pictures, and art work, etc.	Students use colored construction paper, fold in half and draw or glue a picture on the front pertaining to the post office, delivery of mail or occupations	Folders can be used as an art lesson. Material inside can be used as an evaluation technique with conferences with student.
Correlate the post office with different types of transportation used in delivering mail.	Students list on chalkboard as many different types of transportation they can use in delivering mail and occupations involved.	Related areas to be discussed: Truck driver, Train Engineer Airplane Pilot Ship Captain and Crew, etc.

4.	Table Display	Children build a post office on the table, display American flag and outside mail box. Also make a collection of samples of the different types of transportation used to transport mail.	Each student should feel free to display some article on the display table. Correlate with Art and Math. Use ruler and yard stick to measure boxes to cut to the correct size and to cut out windows and doors. Measure table to find out how much space is available for the display. (Yards, feet, and inches.)
	Help students to pinpoint where students family members live or someone they know lives on a wall map.	Students use map to locate areas within a state where someone they know lives. Use pins and colored thread to mark these areas.	Use wall maps. A. State B. United States C. World These should be correlated with job activities of these people. Social Studies and reading.

Invite a local post master to speak to the students. (Mrs. Kathleen Flemming has been invited to speak to the class)	After Mrs. Fleming has finished her presentation on the postal industry, the class should hold a question and answer session relating to pertinent aspects of the postal industry.	A student may interview Mrs. Fleming and give a report to the class about what he found out. Questions should deal with the following: 1. Mail carriers 2. Money orders 3. Air mail 4. Air freight 5. Types of occupations 6. Careers in postal industry 7. Requirements 8. What we need to study most
Have students write a thank-you letter to the speaker.	Students will help to compose a joint thank-you letter to be written on the chalkboard to be copied.	This can be correlated with English and penmanship. A copy can be filed in their folders.
The teacher should point out the different workers involved	Students should place on the wall above the table cut-outs or drawings showing	Discuss with the students tools machinery and different jobs that are involved in

in the postal service. 1. Foreman, Mails 2. Self-Service Technician 3. Distribution Clerk 4. Superintenent 5. Postmaster 6. Mail Handler 7. Distribution Clerk (Railway or Highway) 8. Motor Vehicle Operator 9. City Carriers 10. Rural Carrier 11. Special Distribution Clerk 12. PSM (parcel sorting machine) Operator 13. Window Clerk 14. Console Operator 15. Transfer Clerk (Air Mail)	different workers or use the flannel board to display workers and dress each one appropriately for his job.	getting the mail and getting it delivered to its destination.

16. LSM (Letter sorting machine) Operator		
Have classroom discussion of materials and occupations in letter writing materials.	Discussion of various techniques involved in the writing of a simple letter.	Industries that could be covered are: 1. Wood (pencil) 2. graphite(chemical) 3. pulp (paper) 4. ink (chemical) 5. envelope (paper) 6. glue (chemical) 7. stamp (Government Printing Department of Treasury)
Students do group studies of the different industries involved in simple litter writing.	Students will divide into small groups and choose a certain industry to do a simple project of one of the industries involved in simple letter writing. Oral and written reports may be given. Role playing and dramatization may be done.	Each project should bring out the vocational aspect of the occupations. Correlate with reading science, English, penmanship, spelling and art. Appropriate songs may be included with their dramatization and role playing. Drawings may be shown.

The teacher with the help of the students should list on the chalkboard the items needed to put on a mural.	The students can prepare and cut out a mural.	Materials needed Paper Crayons Scissors Workplace Helpers The teacher should point out use of paper and crayons as material. Scissors and brushes as tools and the classroom as the work place. Students work as labor. Teacher should point out the interdependency in a discussion of labor and specialization.
Building a post office in the room.	Students under the direction of the teacher build and set up a post office in the classroom. Students measure and cut a large card board box to make windows for use as stamp windows, money order windows and etc.	Students could buy stamps, money orders and mail letters. The students could role play through actual learning experiences. Students take turns acting as postmaster, window clerk, etc. The students will

		learn many new spelling words. They will also learn to use money. The ruler and yard stick will have to be used in measuring the box and cutting windows. Signs for the post office will have to be made. Correlate with reading, spelling, math, art and penmanship, etc.
Delivering Mail	Students take the school mail after it is brought to the school. Students could carry different responsibilities in this project Sorting mail into stacks for each teacher and putting it into the mail bag to be delivered	The school principal could arrange for the students to deliver mail to the different teachers and personnel in the school. This would allow the students valuable hands on experiences in the world of work. Correlated work experiences could be: Mail Handler Distribution Clerk

		Rural Carrier Window Clerk etc.
Bring a Sears catalog to class examine it to see how the United States is divided into zones, and how weight is involved in sending or receiving mail.	Descuss the cost of receiving something through the mail or of mailing an item. Students will wrap packages to mail in our post office in the room, then they will weigh the package on scales provided for this purpose, and figure up the cost of mailing the package. It must also be addressed properly.	Correlate this with math e.g. weight time zones registered mail air mail Also correlate with English, penmanship, spelling, reading, and social studies.
A job classification project would be appropriate at this time.	A job classification chart can be prepared by the students of the many different occupations related to the postal industry and transportation of mail.	This would include a wide range of occupations and include such attributes as a. education needed b. mechanical aptitude c. personality requirements d. Advancement possibilities e. Advantages f. On - the - job training

		g. skills requirements h. geographic location i. future out-look j. legal requirements k. occupational tools l. physical requirements m. dress requirements etc.
Point out to students the new vocabular he will encounter in this unit.	As the unit progresses on the post office students vocabulary will increase. Many new words can be added to the spelling word bank.	The new vocabulary should include the following: 1. postal 2. air mail 3. slots 4. sorting 5. rural free delivery 6. address 7. fragile 8. zip code 9. money order 10. sorting case 11. cancel marks 12. letter drop 13. stamps 14. mail boxes 15. time zones 16. forwarding

17. dead letter office

18. dispatch

19. face up

20. cull

21. post office

22. express

23. stations

24. trucks

25. packages

26. storage

27. clerk

28. distribution

29. parcel post

30. pouches

31. route

32. C. O. D.
etc.

Occupations related to the post office are:

1. mail carriers
2. rural carriers
3. post master
4. window clerks
5. postal supervisors
6. postal guards
7. postal clerks
8. letter carriers
9. special delivery messenger

10. janitor
11. power truck drivers
12. insurance clerk
13. long distance truck drivers
14. guards and watchmen, etc.

Classroom Materials:

1. paper
2. pencils
3. pens
4. crayons
5. construction paper
6. large paper boxes
7. paints
8. envelopes
9. small boxes for packages
10. map and globes
11. pins and string

Resources Kits

Postal helpers SVE

SRA occupational brief

18 Postal Clerks

390 Federal Government Inspectors and Examiners

57 long distance truck and bus drivers

263 Mail Carriers

Books

Greene, Carla

I Want to be a Postman

Childrens Press, 1958

Miner, O. Irene Sevrey

Our Post Office and its Helpers

Childrens Press, 1955

Barr, Jene

Mr. Zip and the U. S. Mail

Whitman and Col, 1966

Colonius, Lillian and Glenn W. Schroeder

At the Post Office

Melmont, 1954

Buckheimer, Naomi

Lets' Go to a Post Office

Putnam, 1964

Comptons Encyclopedia, 1966

Childcraft

Filmstrips

Air Cargo Service

Imperial Film Company

The Post Office and Postal Workers

Eyegate, Workers for the Public Welfare

Post Office Workers

Curriculum filmstrip

Special Delivery, Story of Our Post Office

Troll Associates.

Transportation and Transportation Workers

Workers for the Public Welfare, Eyegate

Trucks The Jim Handy Organization

1957

Puzzles

Airplane

The Judy Company

Boat

The Judy Company

Delivery Truck

The Judy Company

Helicopeter

The Judy Company

Mail Box	
The Judy Company	
Mailman	
The Judy Company	
Pickup Truck	
The Judy Company	
Postman	
The Judy Company	
Crossword Puzzles	
Community-Helpers	
Crossword Puzzles	
Ideal	
Occupation-Crossword Puzzle	
Ideal	
Transportation and Communication Cross-word Puzzle	
Ideal	

Evaluation Techniques Used in this Unit

1. Conferences with the group and individually.
2. Folders containing work samples.
3. Observations in class and field trips.
4. Discussions
5. Oral testing

DOES IT PAY TO ADVERTISE?

Career Awareness Teaching Unit

Level Three

by

Amy Linville

Hamlin Elementary School

Hamlin, West Virginia 25523

October 10, 1972

TEACHING UNIT

LEVEL 3

TITLE: Does It Pay to Advertise?

BEHAVIORAL OBJECTIVE: To Simulate a Workable Model of the Various Job Opportunities Within an Advertising Agency.

SKILL OBJECTIVE: To be able to use the various occupationals tools.

Procedures	Student Activity	Notes and Resources
Cut out letters and have on bullentin board. Does It Pay to Advertise?	Talk about question on bulletin board. Students look for advertisement in Newspapers. Compare as to brightness drabness-ect.-catchy slogans. Students do interviews seeing if people do buy what they see Advertised. Put results on a bar graph.	letters-cut-5 inch construction paper. Charleston Gazette Huntington Advertiser The Lincoln Journal Correlate with Math Graph paper for bar graph to show results of interviews.
Put 1 or 2 advertisements on bulletin board.	Discuss what people it took to do this or these layouts Children list Occupations 1. Artists 2. Typist 3. Copywriters 4. Photographers 5. Bookkeeper Record Keeper	

	6. Secretary dictation 7. Clerical file clerk 8. Receptionist 9. Messingers	
Form small groups to do research on each occupation		Bring out that advertising is a form of selling and therefore you have an advertiser who pays for the advertising. This will bring out other occupations. Get a resource person for each occupation listed.
	Groups do research-leaders report their findings.	
Prepare class for resource persons. Have students think about questions to ask.	Children ask questions: 1. What job training have you had? 2. What special skills are required? 3. What kind of education or vocational training must be taken? 4. In this position can you advance? 5. What are the adverage yearly earnings for a person starting? 6. Is this work steady?	Have Resource person for: Shorthand Bookkeeping Typing Show students how to perform these skills but not to mastery. Have students try typing, shorthand, bookkeeping.
Organize field trip to an office that would show		

occupations and equipment used. Hold a discussion of the role of advertising. Bring out early methods compared to modern methods.	Students visit Vocational Building. Students discuss the importance of advertising.	See bookkeeper, typist etc.
	Compare early to modern methods students list each. Early: 1. Word of mouth Town Criers 2. Handbills 3. Sign posts Modern: 1. Newspapers 2. Billboard 3. Radio 4. T. V. 5. Magazine 6. Mail	Correlate with Social Studies. Materials: Plywood(billboard) Construction paper Paint Magic Markers Lettering set Newsprint
Discuss each method. Form small groups.	Students in groups take one of the forms listed above and make up an advertisement.	Correlate with: Spelling Writing Speech Art Music(make up a little song for a commercial Math(Figure cost of lay-out -Measure size.

Simulate an advertising office in classroom.	Students list what's needed: 1. Desk 2. Typewriter 3. Stenographer's Pads 4. Ledger for book-keeping 5. Tape recorder 6. Telephone 7. File Cabinet	Call vocational office for equipment needed.
Help students decide roles to play.	Students select roles that they want to play.	e. g. Susan- Secretary etc.

This unit is excellent in correlating related subject matter.

reading
spelling
English
math
writing

A secretary as a file clerk must learn the following:

alphabet for filing papers, typing, spelling of words by memory. letter forms.

Bookkeepers should know the following:

Write leigable
Add
Substract
Knowledge of figures.

All of the above skills are found in the 3rd grade basic skills books.

Happiness Is knowing

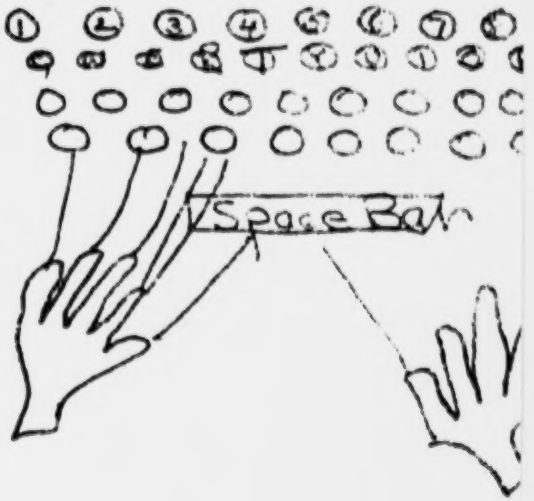
To A ——— Secretary

Bookkeeper
How to
add. Subtract Write

To a File Clerk How to Spell The ABC's

Receptionist
to use
a Phone

Shorthand
Alphabet
(A) (B) etc.



Artist
How to
Draw

Executive
How to
Organize

TEACHING UNIT

ON

THE POST OFFICE

Presented to:

Dr. LeVene A. Olson

VTE 582

Marshall University

BY: Mary P. Bias

THE POST OFFICE

I. INTRODUCTION

This unit was planned and developed,

A. To awaken in the minds of small children an appreciation of the familiar figure of the postman and his work.

B. To excite curiosity about how mail is handled.

C. To teach a few simple facts about the post office and postal service.

D. To show various ways in which mail is transported.

E. To teach children the correct form of letter writing.

F. To show minority group members as attractive, respected people in communities.

G. To show that to be a mailman one must have a knowledge of reading, writing, numbers and counting money.

II. SPECIFIC OBJECTIVES

A. To show importance of the post office in daily life.

B. Appreciation of the figure of the postman, his service for everyone.

C. The duties of the rural mail carrier.

1. How is his routine similar to that of the city postman?

2. How do they differ?

D. To make definite and vital for the pupil the story of the post office and postal service.

E. To bring in resource persons so students can get first hand information.

F. To construct a post office in the classroom for experiences.

III. APPROACHES

1. Create motivation of the children by reading stories about Postman, Our Post Office, About Postmen, Special Delivery, Linda's Airmail Letter, I Want to Be a Postman, and others.
2. Encourage discussion on mail and what else they would like to know about it.
3. Show filmstrips.
4. Have resource persons visit class.
5. Write down what we have learned on experience chart.
6. Collect pictures on how the mail is transported.
7. Visit the local post office.
8. Correlate unit with all other subjects.

IV. CREATIVE ACTIVITIES

A. Building and operating a post office. Project developed by children on 1st and 2nd grade level.

1. After the visit to the post office, the daily language work developed a plan for building a post office through which the children could recieve the replies to the letters mailed in the real post office.
2. Assembling of material
   a. Refrigerator boxes
   b. Some children worked on the actual building.
   c. Others did the detail such as painting the signs for the windows, making mail bag, making scales, and "wanted" men pictures.
3. While this work was going on several children brought stamps to school.
4. By the time the post office was completed, each child had received a letter. They were brought to school and read as an English class.
5. The post office staff was chosen and the children began to "Role Play". Each child had a turn.

6. Play money was used and in this way was used as a math lesson.

V. INFORMATIONAL ACTIVITIES

1. Ways in which mail is transported today.
   a. Train,boat, airplane, automobile.
   b. Start a collection of pictures of these.
   c. Ask children to bring cancelled stamps to school.
   d. When children write new letters they must have new stamps.
   e. Special marking such as: special delivery, air mail.
2. Ways in which mail was transported in the past.
   a. Pony Express Rider
   b. Camels
   c. Pigeon Carriers
3. How to wrap a package for mailing.
   a. Must be packed.
   b. Must be tied and taped.
   c. Must be marked fragil if so.
4. Trip to real post office.
   a. To buy stamps for letters just written to mothers.
   b. To see how stamps for letters are cancelled.

c. To see what happens to letters in the post office.

d. To observe the windows in the post office, their names, and uses.

e. To ask post master many questions about mail.

f. To take a complete tour of post office.

5. Have resource person in who is a stamp collector.

a. Find out all about different stamps.

b. Encourage pupils to begin their own stamp collection.

VI. EVALUATION OF THE UNIT

A. Have the children learn:

1. The use of the post office.
2. The use of stamps.
3. Why letters and parcels are weighed?
4. The different kinds of stamps and the uses to which they are put, such as special delivery, special handling, and air mail.
5. The importance of the ZIP CODE.
6. How persons who live in the country may,

a. Purchase stamps?

b. Mail Parcels?

B. Do the children appreciate:

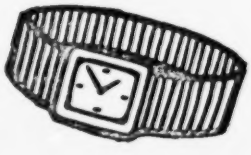
1. The part the postman plays in our daily lives?
2. How various divisions work together to get letters to the individual safely and with the greatest speed?
3. Have the children learned:
   a. The important new words in the unit well enough to use them?
   b. The correct form of a simple letter?
   c. Why letters must be correctly addressed and stamped?
4. Have the pupils developed:
   a. In cooperation?
   b. In courtesy?
   c. In poise—noted during the culminating activities when presenting unit for P.T.A.
   d. In observation?
   e. In ability to apply the facts they have learned?

NAME_____ DATE_____

A

B

C



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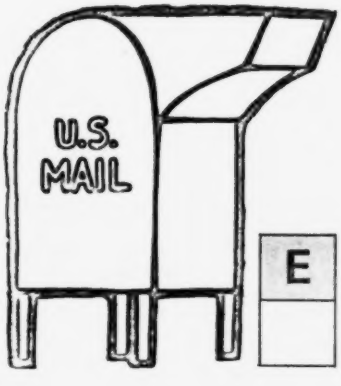

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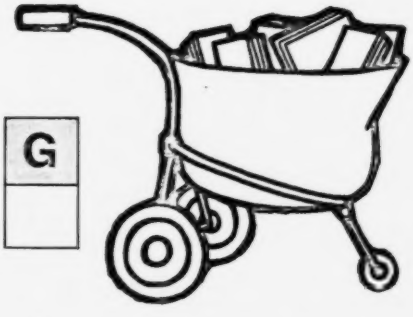

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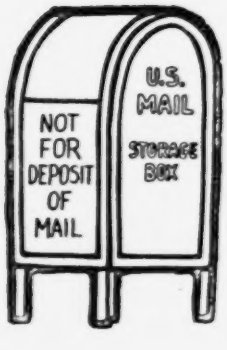

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Teaching Unit
Level Two

Title: The Post Office

Behavioral Objective: To make each child in the classroom aware of the duties and the importance of the postal service and postal employees.

Procedures	Student Activity	Notes & Resources
Read book I Want to Be a Postman.	Students begin to bring in pictures of postman, post office etc.	Book: I Want to Be a Postman Film Strips: Our Post Office Special Delivery.
Show Films and filmstrips.	Class discussion on what they think of a letter when it is mailed.	
Read story.	Discussion of different ways mail travels.	True Book of Our Post Office.
Correlate with art lesson.	Children will draw and paint their choice; Mailman Mailtruck Train	Materials needed: Art paper, crayons, tempera paint.

	Airplane Camel Dogsled Horse	
Go to Post Office.	Children write a letter to a classmate and mail it in the group at the post office.	Postal clerk explains to them what will happen to their letter.
It is arranged so that their mail can be brought to school	Children receive their letters and read them as English Class at school.	
Obtain refrierator boxes and some wood.	Construct a Post office in the class room.	Correlate this with math class. e.g. How Tall How Wide Mail Slots Cutting

Resource person asked to come to classroom	Children ask more information on Postal work.	Children keep notes on their questionnaire.
Field trip to local Post Office.	Children have their questions in mind to interview person as to the purpose of his job and what he does: 1. How much do different stamps cost? 2. How do you know how much to charge for a package? 3. What happens to letters? 4. Do you enjoy your job? 5. Do you feel your job is important?	

Role playing by students.	Role playing by the students involving every aspect such as 1. Buying of stamps. 2. Mailing of packages. 3. Postal Clerk. 4. Mail sorters. 5. Letter carriers. 6. Bookkeepers.	
Music:	Children sing this song at end of role playing.	"I'm Gonna Mail Myself To You." p. 147 Discovering Music Together. Book Z, Album 201, Follett Publishing Company.

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BOOKS:

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Bell, Norman, Linda's Airmail Letter.
Greene, Clara, I Want To Be A Postman.
Hoffman, Elaine, About Friendly Helpers.
Miner, O. Irene, Our Post Office and It's Helpers.

GAMES:

Community Helper Crossword Puzzel, Ideal School Supply.
Community Helpers, Educational Card.
Jumbo Latto
Mailbox, Puzzle Inlay, Judy Company.
Mailman, Puzzle Inlay, Judy Company.

FILMSTRIPS:

Our Post Office, Community Services Series, level 2, Encyclodepdoa Britannica.
Post Office Workers, Cirriculum Filmstrips, Richard Manufactory Co.
Special Delivery, Story Of Our Post Office Troll Associates.
The Mailman, Our Neighborhood. Helpers levels 1-3, D.O.T. No. 233 I-1
The Postman, Imperial Tape.

SONGS:

Discovering Music Together, "I'm Gonna Mail Myself To You", Album's 201, Follett Published Co.
Music For Young Americans, "The Mailman Whistles", American Book Company.
Music Round About Us, "The Mailman". Follett.

TAPES:

Mailman and His Work, Wollensak Teaching Tape. 3 M Co.

TRANSPARENCY:

People Who Help Their Community.

Individuality of Our Economic America

A Teaching Unit

Presented to

Dr. Olson

Marshall University

In Partial Fulfillment

of the Requirements for

VTE 582

by

Shirley K. Dugan

December 10, 1971

Teaching Unit
Level Five

Title: Individuality of Our Economic America

Behavioral Objective: To examine major industries and services within the United States as they relate to different geographic regions.

Procedures	Student Activity	Notes & Resources
Initiate in-depth project.	Students should become involved in an indepth project.	This indepth project should be on some phase or facet of an industry or business as performed within our nation or as it relates to the economic growth of the country.
Class begin research	Class divides into three groups to find information on primary, secondary, and distributive industry.	This will help the student understand his indepth project as related to the three major types of industry.
Use sequence of transparencies to point out major geographic areas.	Students should be able to comprehend the vastness of their in-depth project in terms of local, state and national inter-relationships.	As the students point out these relationships, some kind of symbol should be used by each student to insure that the points made by various students can be differentiated.

Charts and pictographs	Student work in groups or independently to make charts and graphs concerning industry.	This could be correlated with math class. Some charts and graphs might be: 1. What industry depends on 2. Leading industrial centers of the U.S.A. 3. Major groups of industries in the U.S.A 4. Leading Industrial Nations.
The teacher suggests developing student scrapbooks.	Student make a scrapbook about their in-depth project.	This could be done by using pictures from magazines, from literature secured from businesses and industries, or from old encyclopedias, and other books. Correlate with art for mounting and placing pictures.
Letter Writing	Students write to the various companies for information and free material.	Correlate with English class. Use Addresses given in "Resource Bibliography For Vocational Education"
Creation of a scale model.	Students make a scale model of their indepth project, showing its	This could be correlated with math class. Occupations that could be

	interrelationships to other forms of economic growth and development.	stressed are designer and engineer, as well as architecture.
Class presentation of scale models.	Each student displays his scale model to the other members of the class explaining the operational functions of the model components	This could be correlated with English class.
Hold class interview.	Invite people to come to the class and talk.	These people should be those who primarily make a living working for a concern which does interstate business. This could be someone who works in an industry such as the railroad, drives a tractor trailor truck, or other interstate type of activity.
Hold class discussion.	Allow plenty of time for class discussion of the person who visited the class, and his comments.	This class discussion will allow students to ask questions that are relevant to some particular aspect of their indepth

		study or to branch out into other areas of interest.
Make films or filmstrips available to students	These colud be shown as they relate to areas of individual studt.	By showing audiovisual aids, the student will be more able to form concrete ideas about the world of work
Initiate class discussion.	Free discussion concerning any audiovisual aid that is shown in class.	This will enable the student to develop a deeper preception of the meaning of the world of work. It will also make their indepth project more meaningful.
Discuss labor problems	Discussion of overall labor problems as they relate to each individual's indepth project.	Many types of labor could be incorporated into this area. The students should be able to relate how the labor market in one section of the country affects another section.
Focus on seasonal employment.	Students discuss how seasonal employment affects the indepth project that they are working on.	This would be a particularly relevant factor to bring out if someone is working on an indepth project concerning agriculture or the construction industry.

Plan and take students on a field trip.	The field trip should be to an industry dealing heavily in interstate business.	This field trip should be planned with a forward look to those businesses or companies that are especially known for interstate commerce dealing basically with other regions or areas of the United States. Four suggested places are: Union Carbide & Carbon South Charleston, W.Va. International Nickel Co. Huntington, W.Va. American Car & Foundry Huntington, W.Va. Suco-Holland Industry Huntington, W.Va.
Class discussion of field trip.	Class discussion focuses on the types of occupations and different kinds of workers seen on the field trip.	Students may be able to correlate these with their indepth project.
Students make geographical plots of different services performed by	As the students do research on their own indepth project, they will become familiar	Correlate this activity with social studies. Areas to do indepth study in are as follows:

the occupation covered by Indepth studies using maps and atlases.

with other major types of occupations as related to the different areas of the United States.

1. North East
   a. fishing
   b. tourism
2. Middle Atlantic
   a. manufacturing
   b. farming
3. South East
   a. citrus
   b. flowers
   c. tourism
   d. farming
4. New England
   a. fishing
   b. clothing
   c. tourism
5. Appalachian
   a. mining
   b. glass
   c. chemical
6. Mid West
   a. manufacturing
   b. farming
7. South West
   a. ranching
   b. oil
   c. industry
   d. rice
8. Rocky Mountain
   a. mining
   b. skiing
   c. tourism
   d. timber
9. Pacific Crastal
   a. fishing
   b. lumber
   c. manufacturing
   d. airplane
10. Alaskan Plains
    a. gold
    b. oil
    c. lumber
11. Hawaiian Area
    a. pineapple
    b. orchids
    c. tourism

		This is only a suggested list for each area of the United States. There are many more things that can be added as the students become more familiar with work done on their indepth project. For each section of the United States that is mentioned and for each major industry that the students come up with there should be an extensive list made of the occupations that could be related to that industry.
Committee work.	Students select a committee to build audio-visual aids which will show various job opportunities as they relate to the individual indepth projects of each student.	Some of the following are suggested ways for audio-visual aids to be made. 1. bulletin boards 2. charts 3. graphs 4. newspaper article 5. yearbook 6. travel folder 7. mural 8. posters 9. advertisement of articles 10. television script 11. want ads 12. games (simulation) 13. radio broadcast

As the students do this work in the preparation of audio-visual aids the importance of class members being able to follow instructions and being able to work on their own should be stressed. Time schedule should be set so that the class members will know how long they have in preparing the audio-visual materials.

Some of the occupations that could be discussed as a result of the audio-visual aid creations are:

1. draftsman
2. advertising
3. account executive
4. aerospace engineer
5. agronomist
6. announcer
7. artist
8. architect
9. cartoonists
10. book editor
11. oceanographer
12. attorney
13. broadcasting technician
14. broker
15. demonstrator
16. fashion designer
17. industrial designer
18. interior designer
19. scene designer
20. economist

Industrial brochures.	Students make brochures concerning their indepth project.	The brochures would contain some of the overall characteristics of the different types of occupations as they relate to the indepth project. Other topics that should be included in the brochure are: 1. abilities 2. education 3. physical skills

21. historian
22. hotel manager
23. mechanical engineer
24. model
25. model
26. mining engine
27. merchant seaman
28. lithographer
29. photoengraver
30. printing pressman
31. longshoreman
32. millwright
33. nuclear engineer
34. personnel worker
35. receptionists
36. switchboard operators
37. reporters
38. scriptwriter
39. secretary
40. tailor
41. lumberman
42. veterinarian
43. traffic manager

3. physical skills
   a. running
   b. jumping
   c. walking
   d. seeing
   e. hearing
   f. tasting
   g. throwing
   h. handling
   i. etc.

4. working conditions
   a. inside
   b. outside
   c. pleasant
   d. unpleasant
   e. dangerous

5. climate factors
   a. hot
   b. wet
   c. cold
   d. dry

6. salary

7. opportunities for advancement

8. etc.

Specific information in the reports should include the following:

1. name of the industry
2. where it is located
3. relief map with places marked off
4. raw materials used
5. places where the raw materials come from
6. these places marked off on a relief map

These should be broad in nature but the reports should contain some of the specific information contained in the notes and resources.

The individual reports should contain the information that is mentioned in the notes and resources.

		7. where are the products sent 8. how the products are sent 9. how many workers are in the industry 10. job titles for some of the workers 11. describe a typical day for the workers 12. overall interdependence of the industry to the welfare of people in general
Class discussion.	Class discussion of each report.	This way everyone in the class will have a broader overview of the concept of work as it relates to career awareness on a national basis.
Role playing.	As a culminating high light every student could role play some facet of his own indepth project.	This is one way in which to make learning more lasting, although other ways of high lighting a learning experience are just as effective. Due to the wide variety of topics and student interest it would be impossible

to list all the available resources that could be utilized in this type of project.

Indepth projects could be done in the following areas:

1. chemical industry
2. lumber industry
3. transportation industry
4. automobile industry
5. airplane industry
6. space industry
7. electrical industry
8. steel industry
9. textile industry
10. television industry
11. furniture industry
12. moving industry
13. ranching
14. farming
    a. tobacco
    b. cotton
    c. dairy
    d. grain
    e. fruit
    f. vegetables
15. mining
16. recreation
17. drug industry
18. fishing
19. photographic industry
20. petroleum industry
21. meat industry
22. ship building
23. quarrying industry
24. etc.

Resources

Encyclopedias

Information from West Virginia Department of Labor

Information from Employment Security Office

Writing different companies that the students want to do an indepth project on for information

Demonstration Center

Films on different topics.

Filmstrips on different topics and areas.

Slides and tapes on topics and areas.

Magazine articles on different topics and areas.

All of these may be checked out by the teacher.

SRC Occupational Briefs

51 Aerospace Industry Manufacturing Workers

121 Aluminum Industry Workers

52 Automobile Manufacturing Workers

42 Cattlemen

223 Cement Manufacturing Workers

83 Clothing Manufacturing Workers

45 Fur Farmers

28 Fur Industry Workers

163 Export and Import Workers

43 Dairy Farmers

42 Fishermen

114 Furniture Manufacturing Workers

73 Ice Cream Manufacturing Workers

224 Industrial Chemical Manufacturing Workers

176 Leather Manufacturing Workers

105 Lumbermen

53 Merchant Seamen

225 Paint, Varnish and Lacquer Industry Workers

129 Rubber Industry

105 Shoe Manufacturing Industry Workers

159 Textile Industry Workers

Books:

Buchheimer, Naomi.
Let's Go To The Telephone Company.
Putnam, 1956.

Compton, Grant.
What Does A Veterinarian Do?
Meade and Company, 1964.

De Camp, L. Sprague.
Energy and Power.
Golden Press, 1962.

Dobrin, Norma.
About Foresters.
Melmont, 1962.

Goodspeed, J. M.
Let's Meet The Chemist.
Harvey House, 1966.

Green, Erma.
Let's Go To A Steel Mill.
Putnam, 1961.

Hyde, Wayne.
What Does A Cowboy Do ?
Dodd, Mead & Company, 1963.

Landin, Les.
About Cowboys Around The World.
Melmont, 1963.

Neal, Harry Edward.
Engineers Unlimited.
Messer, 1964.

Webb, Robert.
Magic of Steel And Oil.
Grosset & Dunlap, 1965.

Sootin, Laura.
Let's Go To A Farm.
Putnam, 1958.

Sootin, Laura.
Let's Go To An Airport.
Putnam, 1957.

Spencer, Lila.
Exciting Careers For Home Economists.
Messer, 1967.

THE WORLD OF JOURNALISM

CAREER AWARENESS TEACHING UNIT

Level Seventh

by

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Descriptive Information

The field of Journalism is a vast field of career possibilities; therefore, this unit is designed to meet the needs of classroom publication or production of individual student projects. This project making exercise was centered on producing their own books in a step-by-step process, using only the careers that could apply to this process. As other jobs were discovered, they were discussed, but if they did not apply to our projects we did not include them into our unit.

All careers discussed are listed below with the information as studied in our classroom. For addative information refer to the book entitled Handbook of Job Facts:

authorship— a person who writes creatively in his own fashion. This person may be in any field of journalism as newspspers reporting, independently writing or free lance writing.

proof reader—a person who reads writings of others, checking for any mistakes and errors that may be in the composition.

typesetter—a person who sets the type (letters) for the printing of papers, periodicals, or book editions.

cameraman—a person who photographs for a magazine, book, paper, or he may be a free lance cameraman.

reporter—a person who is usually associated with a newspaper, producing current news reports of various enteries.

editor—a person who heads a department checking materials (stories, reports, etc.) for any unnecessary wording that maybe omitted.

messenger—a person who is usually associated with a newspaper who carries and relays messages from person to person when necessary.

typists—a person who types any materials that he is required to do so.

compositor— a person who combines articles of the same coverage of a story. This allows for a full depth reporting of the event.

copywriter—a person who rewrites materials when necessary. This is usually done with legal permission.

secretary—a person who does a multi-type job such as typing, filing, note taking, etc.

jobber—a person who repairs books and finds a selling house for a book.

cartoonist—a person who is a type of artist working with comic book, cartoon, newspaper illustrations with humor in his compositions.

artist—a person who dose the coloring or production of illustrations for various media types.

lay-out designer—a person or group of person who design the illustration foremat of books, periodicals and newspapers.

publisher—a company comprised of many persons who produce the printing of books.

bindery—a company comprised of many person who repair book covers and add book covers to newly published books.

librarian—a person who is trained in the field of librarianship.

repairman—a person who repairs machinery that may break down during the course of its use.

Behavior Objectives:

1. To give the student a bases for the variety of occupations clusters contained within a field so that he shall acquire an understanding of the job opportunities available to him.

2. To relate to the student the skills required of him by the choosen profession in the social, physical, and mental phases.

3. To illustrate to the student the different requirements of a given career in association with his professional life and his daily life.

General Objectives:

1. To establish within each student the variety of job opportunities contained within a general field.

2. To enable the student to function in the realm of duties and responsibilities required in each sub-unit of the job possibilities studied.

3. To give the student an opportunity to create and express himself in the realm of careers studied.

4. To give the students the opportunity to see the steps and persons (job) involved in producing a finished product.

Specific Objectivies:

1. To give the students a basic understanding of the skills, terms, and process required by the careers studied.

2. To give the student a knowledge of the different jobs related to one another.

3. To give the student information on the careers studied in order that he may begin to draw analysis in choosing a career for himself.

4. To give the student the opportunity to work co-operatively as required by some jobs.

5. To give the student an awareness of his potentials contained within himself.

6. To play role the jobs studied to allow the student to fully identify with the occupations studied.

Title of Unit_____

Grade Level_____

Procedure	Student Activity	Resources
1. Take each step of the field studied, one at a time, so the child may become involved in producing an individual project.	1. Write a short story of any subject they may wish to choose.	1. tapes
2. Introduce authorship and proof reading at this point. As each career is introduced allow the children to role play that job. This may be done by exchanging papers.	2. Allow the child to check his own work to find his mistakes and errors and correct them. When this is completed, allow the children to exchange papers for rechecking.	2. Book
3. While producing the projects, study the specific job in depth (any related jobs should be pointed out as you proceed) to allow the students to obtain an understanding of the demands and requirements of that job.		3. Book
4. When all proofreading is completed, introduce publication contained within this cluster. You will cover layout design, artists, cartoonists, typists, typesetters, secretaries, photographers, and editors as you enter this phase of study.	4. Observe other books, checking arrangement and placement of illustrations Then allow the children to lay out illustration designs for their books. Rewrite compositions on unruled paper so that each illustration is on the page with its writing. Make sure you tell the children to allow a margin	4. Magazines, books newspapers, etc.

Procedure	Student Activity	Resources
You may enter the careers in any order you wish.	in the pages to be stapled together later.	
5. When lay out design is completed, introduce artistis and cartoonists.	5. Allow the child to add color to his illustration in any way he feels will meet the requirement of the illustration.	5. Book, Magazines, Newspaper, Comic Book, Story Book
7. Allow the student to express himself as creatively as the job requires.		
8. Worksheet	8. Worksheet, to be done in the classroom and as a class discussion.	8. See Appendix I
9. Pull in as many resources as possible to further the understanding of the job.		
10. When all art is completed on the illustrations, introduce jobber.	10. Take the pages of the projects at this point and staple them together and allow the students to add fly pages and numbering of pages. Title page should be discussed at this point and included in the stapling process.	10. Book
11. When this is completed introduce bindery. Show examples of hard and soft bound books.	11. Allow the children to tape a construction paper backing to their books. Allow the child to design an illustration for the finished projects binding.	11. Book

Procedure	Student Activity	Resources
Give the students a choise between the two bindings for their final bindings of their books.	These may be taped, stapled or glued to the construction paper coverings.	
12. Quiz	12. Quiz	12. See Appendix II
13. Review jobbing as to indicate that books are sold and distributed at this point.		
14. Test	14. Test	14. See Appendix III
THE FOLLOWING MAY BE USED AS A FURTHER DEVELOPMENT OF THE CAREER AWARENESS UNIT IF YOU DESIRE TO DO SO.		
15. From the jobber some books are purchased by a library. At this point introduce librarianship. Discuss the duties, the card catalogue, and the Dewey Decimal System.	15. Allow the child to study the general classification of the Dewey Decimal System and choose the general section his book would come under. Assign this number to his book.	15. Transparency
16. View and discuss the the card catalogue. Point out the making of each card. a. author card b. title card c. subject card	16. Allow the child to make one of the three cards for his book.	

Procedure	Student Activity	Resources
17. Worksheet	17. Worksheet	17. See Appendix IV.
18. When worksheets are completed, cut 3X5 cards from white construction paper. Give the children three cards and assign them each card to do for their books For the subject card the subject may be kept in a general subject area.	18. Allow the child to work on the three cards for his book untill all are completed.	
19. Quiz	19. Quiz	19. See Appendix V .
20. When the projects are completed begin a Bullentin Board. Give the children Group assignments such as reports on careers studied, listings of careers studied and posters on the studied careers.	20. Allow the children to move freely in the room and in making reports, posters, and a large printed list of jobs studied. This is to be done in group activities. Allow the child to glue his own works and display them on the board.	
21. When board is completed, discuss the unit entirely with students as a general review.	21. Allow the children to write a summary on the careers studied, choosing the ones they liked best and why and the ones they liked least and why.	
22. Discuss the plans for a field trip. May issue notes for permission to go.	22. Permission slips	22. See Appendix VI .

Procedure	Student Activity	Resources
23. Field Trip—Point out things the children should observe for themselves while on trip. Try to include both a newspaper company or publishing company, and a library.	23. Allow the children to observe the points of the field trip and ask questions freely.	
24. When returned from the trip, discuss the events and things they observed.		
25. Allow the children to choose one thing they enjoyed the most while on the trip and write a short story of it. When they have finished writing the story, allow them to illustrate and post them up in the classroom.	25. Write and illustrate the field trip writings. When completed, post them in the classroom.	
	26. Student Projects	**26. See Appendix VII**

APPENDIX I

Worksheet I

Listed below are the careers studied thus far in class. Write a short paragraph concerning the job. Use the description of duties, training, responsibilities, and skills required of this job.

Proof Reader

Typesetter

Reporter

Typist

Cameraman

Secretary

Artist

Newsboy

Messenger

Compositor

Copywriter

Jobber

Cartoonist

Editor

APPENDIX II

Quiz I

Below are listed the careers studied and their definations. Match the job to its job description.

_____Newsboy

_____Proof Reader

_____Typesetter

_____Cameraman

_____Reporter

_____Editor

_____Messenger

_____Typist

_____Compositor

_____Copywriter

_____Secretary

_____Jobber

_____Cartconist

_____Artist

a. a person who types

b. a person who illustrates a lay out design

c. a person who rewrites works of others

d. a person who reports or writes news stories

e. a person who reads, checking for mistakes

f. a person who takes pictures

g. a person who types, files, takes notes, etc.

h. a person who illustrates funny illustrations

i. a person who carries messages

j. a person who sells papers

k. a person who combines two or more writings of the same event

l. a person who cuts out unnecessary wordings of an article

m. a person who works on title and fly paging of book bindings.

n. a person who sets the lettering for the press.

APPENDIX III

Test I

Using your book project as an example, describe the steps in producing the projects. Use and illustrate the careers studied in class as a guide to follow. Write a short paragraph to discuss each job studied. (Include at least ten major steps)

What is the field of journalism concerned with?

From the careers studied, choose two and explain why you would not want to be in that profession.

APPENDIX IV

Worksheet II

From the information listed below, make a subject card, a title card, and an author card.

I. History of Art. Howard Janson. 1963. New York. Wilson Publishing Company.

II. Jode Eastern. 1875. Mary Brown. West Virginia. Rowe Publishing Company. (folk stories)

III. Invincible King Edward. New York. Ramper Publishing Company. 1932. Roger Krown.

APPENDIX V

Quiz II

1. What is a call number?

2. What makes up the call number?

3. What is the Dewey Decimal System used for?

4. What three types of cards are found in the library card catalogue?

a._____ b._____ c._____

5. Name ten steps in making a book.

6. From the following information make an author card.

49 pages. Linda Smith. Illustrated. Harper Row Publishing Company. 1983-1913. The Green Door.

APPENDIX VI

Permission Slip For Field Trip

I, _____, hereby give permission for _____ to go on a field trip to _____ during school hours. I will not hold the teachers, principal, bus driver, school board, Career Education staff members or any parent who may accompany students on the trip, liable for any accident or enjury which might occur. Every safety percaution will be observed.

Date_____ Signature_____
(Parent or Guardian)

APPENDIX VII

Author Card

McCoy, JOEANN, 1959-1972
THE Old house. Ramblers
1972 4p Illus.

Title Card

The old house
McCoy, JOEANN, 1959-1972
899 The old house, Ramblers,
1972 4p. Illus.

899 McCoy, JOEANN, 1959-1972 ← Author Card
M The Old house Ramblers 1972
4p; Illus.

899 The old house,
M McCoy, Joeann, 1959-1972
The Old House Ramblers
1972 4p. Illus.

Title Card →

899
M

Author Card

Mounts, Jeanne, 1959 - 1972.
George the Green Creature, Ramblers
1972 13P. Illus.

Mounts, Jeanne,
George the Green Creature
Ramblers 1972
13p. Illus.

899
M
Mounts, Jeanne, 1959-1972
George the Green Creature,
Ramblers 1972 8p. Illus.

← Author Card

George the green Creature
Mounts, Jeanne, Ramblers
1972 8.p. Illus.

Title Card →

899
M

Elliott, Wendy, 1961- 1972
Poems. Ramblers 1972
13p illus.

Title card

Poems
Elliott, Wendy. 1961- 1972
Poems. Ramblers 1972
13p illus.

899

ELLiott, Wendy. 1961-1972 ← Author Card
Poems. Ramblers 1972

13 pages illus.

899
E

Title Card →

Poems
ELLiott, Wendy. 1961-1972
Poems. Ramblers 1972

13 pages illus.

899

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BOOKS

Beck, Marget B. and Pace, Vera M. Library Skills (A Graded Trainning Series For The Elementary Grades). Minneapolis: T.S. Denison and Company. Kit No. 9

Gardiner, Jewel. Administering Library Service In The Elementary School. Chicago: American Library Association. (2nd. edition)

Polovic, Lora and Goodman, Elizabeth B. The Elementary School Library In Action. New York: Parker Publishing Company.

(Resource Numbers 4 and 5)

Rowland, Kurt. Learning To See. New York: Van Nostrand Reinhold Company.

(Resource Number 5)

Tresselt, Alvin. "Hi, Mister Robin!" New York: Lothrop, Lee, and Shepard Company.

(Resource Numbers 2,3,5,10, and 11)

Thielman, Norma. Handbook of Job Facts (SRA). U.S.A., 1968.

Filmstrip

(Resource Number 15)

American Library Association. Remodeling The Elementary School. Chicago: American Library Association.

American Library Association. Use Your Library For Better Grades And Fun Too. Chicago: American Library Association. (revised edition)

Magazine

A magazine of any kind will do. (resource number 4)

Pamphlet

Encyclopedia Britannica. From Cover To Cover. Chicago: Encyclopedia Britannica Educational Corp.

Tape

(Resource Number 1)

The Body Of A Written Composition. EB., 40 fr., color, Gr. 7-12.

The Five Steps In Writing A Composition. EB., 40 fr., color, Gr. 7-12.

Transparencies

(Resource Number 15)

Gardner, John F. Using The Library. New Jersey: Haddonfiedy and Company.

Supplies Needed

white construction
color construction
pencil
staples
stapler
newsprint paper
ruled paper
glue
paste
tape, Masking and Clear
crayons
paint
brushes
scissors
rulers

Evaluative Techniques

1. worksheets
2. tests
3. quiz
4. projects
5. field trip
6. field trip observations
7. writings
8. descussions
9. bullentin board